

2010–2011

Guide to the Boston Public Schools for Families and Students

To Families and Students

This publication contains important information. Please read it. Then, remove and sign the Parent and Student Agreement in the center of the book and return the Agreement to your school. Thank you.



What's Inside

School/Family Partnership

Promotion

Attendance

Testing

Transportation

School Programs & Services

Code of Discipline

Report Cards

Residency Policy

"No Child Left Behind"

And much more!



Boston Public Schools CALENDAR 2010–2011

- August 24–26 New Teacher Institute:
First-year teachers report
- September 6 Labor Day: No school
- September 7 All teachers and paras report
- ▲ September 8 Students in grades 1–12 report,
including grade 1 in ELCs and EECs:
Full day of school
- ◆ September 13 Kindergarten students report,
including EECs and ELCs
- September 14 Students in Special Education
Early Childhood programs report
- October 11 Columbus Day: No school

- November 11 Veterans' Day: No school
- November 24 Early release for students and staff
- November 25–26 Thanksgiving Recess: No school
- December 24–31 Winter Recess: No school
- January 3 All teachers and paras report
- January 4 Students return from recess
- January 17 M. L. King Jr. Day: No school
- February 21 Presidents' Day: No school
- February 22–25 February Recess: No school
- February 28 Students return from recess
- March 17 Evacuation Day: No school
- April 18 Patriots' Day: No school
- April 19–22 Spring Recess: No school
- April 25 Students return from recess
- May 30 Memorial Day: No school
- ★ June 6 Last day for seniors
- June 17 Bunker Hill Day: No school
- June 20 (or day 179) Early release for students
- ▼ June 21 (or day 180) Last day of school:
Early release for students

- June 21 is the 180th school day, if no days are lost due to cancellations.
- June 28 is the 185th day required for calendar purposes.
- No graduation program should be scheduled before June 6, 2011.

► All BPS offices and Family Resource Centers closed.

Major Religious & Cultural Holidays

- | | |
|--------------------------------|---|
| Aug. 11* Ramadan begins | Feb. 3 Chinese New Year |
| Sept. 9–10 Rosh Hashanah | April 19 Passover begins |
| Sept. 10* Eid al-Fitr | April 22 Good Friday |
| Sept. 18 Yom Kippur | April 22 ... Orthodox Holy Friday |
| Nov. 5 Diwali | April 24 Easter |
| Nov. 25 Thanksgiving | April 24 Orthodox Easter |
| Nov. 16* Eid al-Adha | May 8 Mother's Day |
| Dec. 2–9 Hanukkah | June 12 Father's Day |
| Dec. 7 Islamic New Year | Observance of Jewish and
Islamic holidays begins at
sundown of the preceding day. |
| Dec. 25 Christmas Day | |
| Dec. 26–Jan. 1 Kwanzaa | |
| Jan. 1 New Year's Day | |
| Jan. 6 Three Kings Day | |

* Estimated

SEPTEMBER 2010

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AUGUST 2011

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► Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit www.bostonpublicschools.org for current information.

2010–2011 Guide to the Boston Public Schools for Families and Students

Produced by :

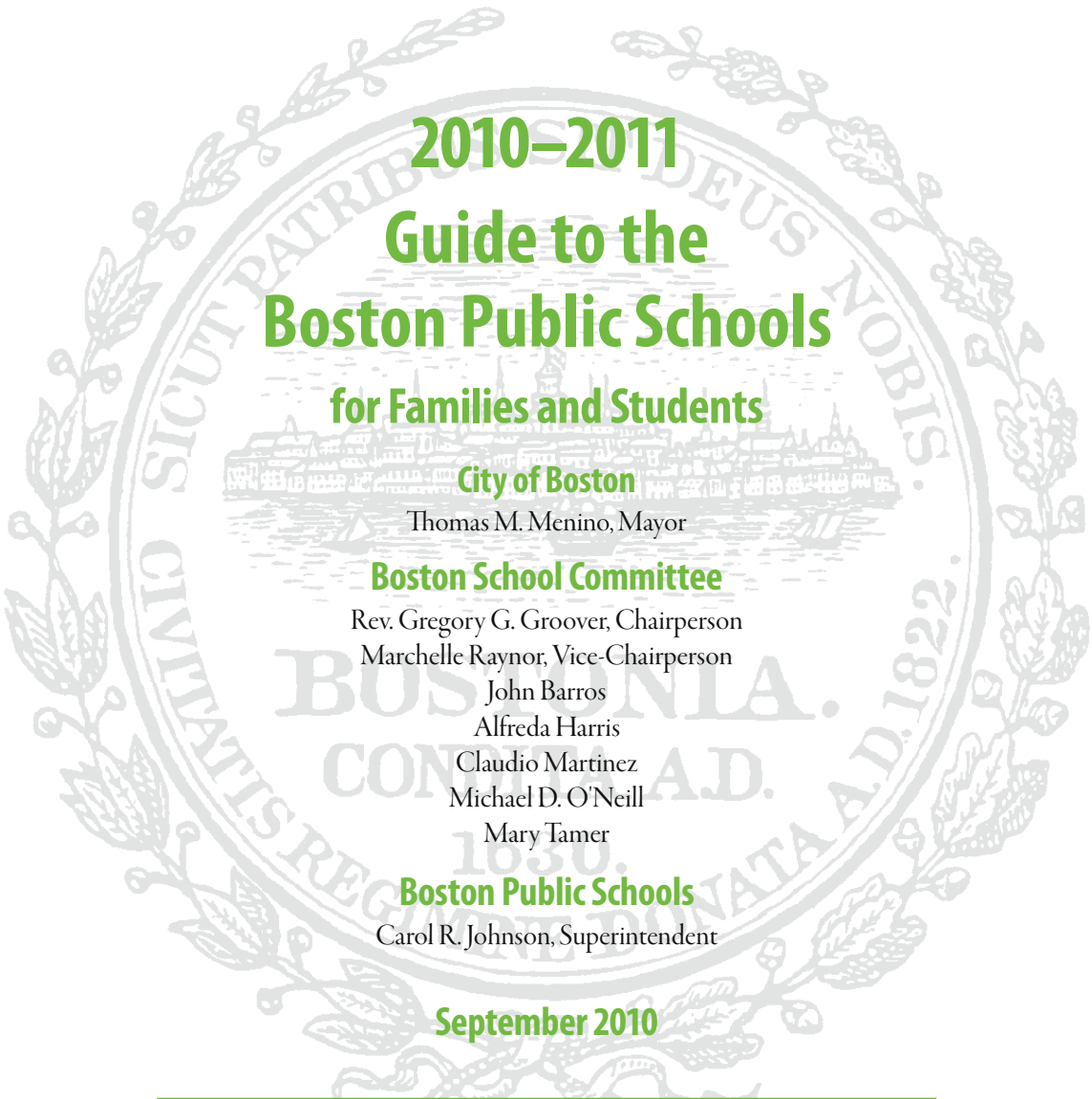
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www.bostonpublicschools.org

The *Guide to the Boston Public Schools* is available in
Cape Verdean Creole, Chinese, English, Haitian Creole, Portuguese,
Somali, Spanish and Vietnamese.



This publication summarizes many laws, policies, regulations, and practices that are important to Boston Public Schools (BPS) students and their parents and guardians. It is not intended to be a complete directory of all laws and policies concerning students and parents.

Federal and state laws, BPS policies, regulations, and practices at the district and school building levels are subject to change. Some information may have changed since the Guide was printed in July 2010.

The seal of the City of Boston is a large, circular emblem in the background. It features a central illustration of a cityscape with a ship in the harbor, surrounded by a wreath. The Latin motto "SIGILLUM CIVITATIS BOSTONIENSIS" is inscribed around the perimeter, and the date "1822" is at the bottom.

2010–2011 Guide to the Boston Public Schools for Families and Students

City of Boston

Thomas M. Menino, Mayor

Boston School Committee

Rev. Gregory G. Groover, Chairperson

Marchelle Raynor, Vice-Chairperson

John Barros

Alfreda Harris

Claudio Martinez

Michael D. O'Neill

Mary Tamer

Boston Public Schools

Carol R. Johnson, Superintendent

September 2010

Our Mission

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life.

Non-Discrimination Policy

The Boston Public Schools does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, or sexual orientation and does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.

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A Message from the Superintendent

Dear Parents, Guardians, and Students:

Welcome to an exciting new school year in the Boston Public Schools. We look forward to working with you to help students develop the knowledge, skills, and character to excel in school and in life.

Our work continues to be guided by the goals of our Acceleration Agenda: MCAS proficiency for all, closing access and achievement gaps, and graduating every student prepared for college completion and career success. We plan to reach these goals by strengthening teaching and school leadership, replicating success and turning around our low performing schools, deepening partnerships with parents, students, and the community, and making sure that the district is designed for effectiveness, efficiency, and equity. We are striving to offer all of our students a world class education with enriching experiences in arts, athletics, after school and summer programs, as well as with strong health and social support systems.

Families are our most important partners in accelerating student achievement. We are committed to hearing your voice and making sure that you are informed. As part of that commitment, we are pleased to present this *Guide to the Boston Public Schools*. It is full of information about our schools and about your family's involvement in your child's education. Please read it and save it. You will want to refer to it throughout the school year.

Why is this Guide important?

For one thing, it explains many of the **policies that affect students**: for example, what they must do to be promoted to the next grade, and our expectations for maintaining a safe and respectful learning environment for students and staff. It further explains what happens when students don't meet these expectations.

Second, it describes the many ways **families can support their children's learning**, both at school and at home.

Third, it describes the many **rights that are guaranteed by law** to students and their parents: for example, the right to be treated equally regardless of race or disability, the right to participate in school decision-making, the right to know the qualifications of the child's teacher, and the right to privacy regarding student records. It also advises parents and students about what to do if they think their rights may have been violated.

Fourth, the Guide gives **helpful information on many topics**, from testing to transportation to health services to school cancellations.


Finally, it has **directories** of BPS schools and administrative offices, a **checklist for solving problems**, education **resources** for families, and the school-year **calendar** (inside the front cover).

School-Based Rules

In addition to state and federal laws and the district's Code of Conduct, each school has an additional set of policies, agreed to by the School Site Council. Your principal or headmaster should give you a copy of the School-Based Rules along with this Guide.

All our policies and rules have only one goal...

...to help every student achieve to high academic standards in a safe, respectful, positive learning environment. With your support and involvement, we can reach that goal together.


Carol R. Johnson
Superintendent

PLEASE SIGN AND RETURN THE PARENT AND STUDENT AGREEMENT!

The Parent & Student Agreement on pages 33–36 of this Guide is very important. It is a legal document that we will keep on file at the school. Please remove these pages from the booklet (look for the red edges), read and sign each section, and return the Agreement to your child's school right away.

We ask all parents to do this to be sure they read the Guide and understand the policies and laws that affect their children. We also need the signature of a parent or guardian so their children can take part in certain school activities.



The Boston Public Schools would love to hear from readers about this Guide. Is it helpful? Is any information missing or confusing? Do you have suggestions for next year's Guide?

Please contact:
communications@boston.k12.ma.us
☎ 617-635-9265

Directory of Services for Families

Boston Public Schools (BPS) Offices

MAIN NUMBER	617-635-9000
Academic Superintendents ♦	617-635-9000
Adult Education and Evening High School	617-635-9827
Alternative Education	617-635-8035
Attendance	617-635-8035
Boston Student Advisory Council (BSAC)	617-635-8079
Citywide Parents' Council (CPC)	617-635-9210
Communications (media, website and publications)	617-635-9265
Counseling Services	617-635-8030
Countdown to Kindergarten	617-635-6816
Early Childhood Education	617-635-9701
English Language Learners	617-635-9435
Enrollment Services (school assignments)	617-635-9516
Equity (discrimination and civil rights issues)	617-635-9650
Exam Schools and Advanced Work Class (AWC)	617-635-9512
Family and Student Engagement (central office)	617-635-9661
Family and Student Engagement (school and family support) ..	617-635-7750
Family Literacy Center	617-635-9300
Food and Nutrition Services	617-635-9144
Guidance Services	617-635-8030
Health Services	617-635-6788
Hearings and Appeals (disciplinary issues)	617-635-9050
Homeless Students	617-635-8037
Human Resources (personnel)	617-635-9600
Instructional and Information Technology (OIIT)	617-635-9199
Language Testing	617-635-1565
Newcomer Assessment & Counseling Center	617-635-1565
Ombudsperson (Superintendent's Office)	617-635-6995
Parent University	617-635-1683
Re-engagement Center	617-635-2273
Research, Assessment and Evaluation (testing)	617-635-9450
Safety Services	617-635-8000
School Committee	617-635-9014
Special Education	617-635-8599
Special Needs Parent Advisory Council (SpedPAC)	617-635-9210
Student Records	617-635-9507
Summer School	617-635-9414
Superintendent's Office	617-635-9050
Title I Boston Parent Advisory Council (BPAC)	617-635-9210
Transportation	617-635-9520
Welcome Services	617-635-9085
Work Permits, Students	617-635-8030

- ♦ Please call the BPS main number and ask for the Academic Superintendent for your child's school.

BPS-TV ■ Cable Television about the BPS

- Comcast Channel 24 and RCN Channel 13 in Boston
- Tune in for educational programming for families, BPS news and announcements, school events, student performances, sports, Boston School Committee meetings, and more

BPS Family Resource Centers (FRC)

EAST ZONE FRC

📞 617-635-8015

1216 Dorchester Ave., Dorchester
(next to Burger King)

WEST ZONE FRC

📞 617-635-8040

515 Hyde Park Ave., Roslindale
(near Cummins Highway)

NORTH ZONE FRC

📞 617-635-9010

Madison Park Complex
55 Malcolm X Blvd., Roxbury
(near Roxbury Crossing MBTA station)

EAST BOSTON SATELLITE CENTER

📞 617-635-9597

Umana Middle School Academy
Call or visit the BPS website for hours.

2010–2011 HOURS OF SERVICE*:

School Year: Monday–Friday: 8:30 a.m.–5 p.m.
Centers close at 1:30 p.m. on the following Wednesdays:
Oct. 6, Nov. 3, Dec. 1, Apr. 6, May 4, and June 1.

Summer 2011: East Zone FRC: Monday–Friday, 8:30 a.m.–5 p.m.
Other centers close June 27 and reopen August 1, 2011

Closed: Federal, state, and city holidays

★ These hours do not apply to the East Boston Satellite Center.

Back-to-School & School Registration Hot Line

📞 617-635-9046

Help with school registration, assignments, transfers, transportation, and other school questions.

Hours of service are Monday through Friday as follows:

August 23–September 3, 2010 ■ 9 a.m.–5 p.m.
September 7–17, 2010 ■ 8 a.m.–6 p.m.
January 4–February 4, 2011 ■ 8:30 a.m.–5 p.m.

City of Boston Anti-Bullying Hotline 📞 617-534-5050

Report bullying at school, out of school, online, and electronic.

Confidential Safety Tip Line 📞 1-877-SCH-SAFE

For students to report threats, weapons, drugs, and dangerous situations.

Residency Tip Line 📞 617-635-6775

Leave anonymous tips about students attending the Boston Public Schools who do not live in the City of Boston.

Additional Services

Boston: City Services/City Hall (9 a.m.–5 p.m.) 617-635-4000
www.cityofboston.gov

Mayor's 24-Hour Line 617-635-4500

Boston Centers for Youth & Families (BCYF) 617-635-4920

Boston Housing Authority 617-988-4000

Mayor's Health Line 1-800-847-0710

Mayor's Office of New Bostonians (multilingual) 617-635-2980

Mayor's Youthline 617-635-2240

Massachusetts Department of

Elementary & Secondary Education (DESE) 1-781-338-3300

www.doe.mass.edu

Charter School Information 1-781-338-3227

Organizations that Provide Parent Training and Resources See pages 61–63

Family/School Partnership

The School Connection

Family engagement plays a key role in helping students succeed in school and in developing a sense of pride in the school community. The Boston Public Schools (BPS) is committed to helping schools, staff, families, students, and the community to establish active partnerships that strengthen student learning and improve schools.

The Office of Family and Student Engagement works with all BPS schools to build the capacity of families and school staff, help organize School Site Councils and School Parent Councils, plan activities to engage families in their children's learning, and help parents and school staff work with families to increase student learning, especially families of English language learners and families who have children in special education programs.

Here are some examples of activities that schools offer to engage families in student learning:

- individual parent-teacher conferences (at least two per year)
- workshops on the subjects your child will learn and how to help your child prepare for tests
- home reading programs
- home visits by school staff or other parents
- special events, such as Math and Literacy Nights
- School Parent Council and School Site Council
- Parent University learning sessions
- opportunities to volunteer—in classrooms, the school Family Center, fundraising activities, and fun events.

Every Boston public school is expected to:

- set aside space for parent meetings and resources
- schedule time each week for teachers to contact or meet with parents
- respond promptly to questions and requests from parents
- communicate regularly with parents in the language spoken in the home
- inform parents in a “family-friendly” format of strategies to improve student achievement at school and at home
- provide parents with a syllabus (a written summary) of the main topics to be covered in each course.

Family Engagement and No Child Left Behind

Under the federal No Child Left Behind (NCLB) law, all schools that qualify for federal Title I funding must have a written Parent Involvement Policy, developed with and approved by parents. This policy should spell out how parents will be involved as partners in their children's education.

In addition, every Title I school must develop a Home-School Compact, which is an agreement that defines the responsibilities that administrators, students, teachers, and parents will undertake in order to improve student achievement. After the Compact is



approved by the School Site Council, copies should be sent to all parents for signature.

See pages 56–57 to learn more about NCLB and home-school partnership.

The School Parent Council

All schools should have a School Parent Council (SPC). The SPC brings all parents in the school community together to support the school and advocate for quality education. As the parent or guardian of a BPS student, you are automatically a member of your School Parent Council. The SPC elects representatives to serve on the School Site Council (SSC) and works closely with the SSC to review the school's budget, recommend programs, sponsor events, solve problems, and raise funds for special school activities.

What if your school doesn't have an SPC? Contact the Office of Family & Student Engagement, 617-635-7750. They can help you work with your school leader to start one.

The School Site Council

Many decisions affecting the education of BPS students are made in schools. School-based decision-making is the responsibility of the School Site Council. For example, School Site Councils hire teachers (in some cases), approve school rules, and decide if students will wear uniforms. The School Site Council also may request waivers from some BPS policies. Parents are important members of these councils.

The Personnel Subcommittee of the School Site Council approves the hiring and in-transfers of teachers. It must have one parent member.

Other Groups for Parents

In addition to the School Parent Council and School Site Council, the BPS has groups for parents whose first language is not English, whose children have disabilities, and whose children are in Title I programs. Phone numbers are given on page 9.

Family Resource Centers

The Boston Public Schools' three Family Resource Centers (FRCs) and one satellite center offer many services for families. They are listed on page 5. Visit the FRCs to:

- get advice about your school choices and BPS policies
- register new students for school
- apply for transfers to other schools
- fill out a change-of-address form if you move
- pick up information (in many languages) about schools, summer programs, and health and human services resources available to Boston families.

PLEASE NOTE: Parents/guardians must produce positive identification for ALL transactions at the FRCs.

Parent University

Parent University is a free learning experience designed to help BPS parents increase their understanding of how children learn and develop; what their children should be learning; how to help their children succeed; and how to bring other parents together to work for school improvement. Parent University also offers classes such as financial management, health and wellness, English as a Second Language (ESL), and computer literacy.

- ▶ Information and online registration:
bostonpublicschools.org/node/378
- ▶ ☎ 617-635-1683

Outreach to Families

The Office of Family of Student Engagement has school based Family and Community Outreach Coordinators in 34 schools across the district helping to make that happen. Their main goals are to:

- Build relationships among parents and between parents and teachers
- Build the capacity of parents to help their children and be school leaders
- Make school communities more welcoming to families.
- ▶ **Information about FCOCs** 617-635-9569

"Connect-Ed" Telephone System

Connect-Ed is an automatic telephone calling system that the BPS uses to contact families of students and BPS staff. We use it to communicate important information quickly, such as school emergencies and reminders about events and deadlines. You may receive Connect-Ed calls from your child's school or the BPS central office.

ABOUT THE SCHOOL PARENT COUNCIL

- Every school should have a School Parent Council (SPC). All parents are members. Only parents can be members.
- The SPC is the place where parents can express their concerns, advocate for the school, and plan school activities and events.
- The SPC elects its Executive Committee at a meeting held each year in the fall, not later than October 15. At that meeting, it also elects parents to serve on the School Site Council.
- SPC officers are supposed to meet regularly with the principal to discuss school-wide issues.

ABOUT THE SCHOOL SITE COUNCIL

- Every school must have a School Site Council.
- The School Site Council is made up of parent representatives, teachers, the principal, and associate members. High school councils also have a student member. The number of parents equals the number of professional educators (including the principal/headmaster).
- Parent representatives on the School Site Council are elected at the annual School Parent Council (SPC) election meeting. This meeting must be held by October 15.
- The School Site Council:
 - ▶ reviews and approves the Whole School Improvement Plan
 - ▶ approves the budget for discretionary spending (budget items that aren't "locked in")
 - ▶ develops and approves plans to increase parent involvement
 - ▶ approves waivers to BPS rules and union contracts
 - ▶ reviews and approves recommendations that will have a major impact on the school community.
- The parent representatives on the School Site Council must report back to the SPC.
- School Site Council meetings are open to all parents as observers.

For more information:

**Call the Office of
Family & Student Engagement**
☎ 617-635-7750

Family/School Partnership: The School Connection (continued)

Visitors are Welcome!

The Boston Public Schools extends a warm welcome to parents and others to visit our schools and classrooms. At the same time, we must assure that our students and staff are safe and learning is not disrupted.

Schools must be aware of who is in the building and why they are there. All elementary schools have a video buzz-in system so no one can enter the building without the knowledge of the office staff. Middle schools and high schools have trained security professionals.

In addition, we have developed the following guidelines for school visitors. “Visitors” include parents and school department employees, as well as others.

- ALL visitors must report to the school office and sign in before going elsewhere in the building, and they must sign out before leaving. Some schools have a desk near the main entrance where visitors may sign in and out. If no one is sitting at the desk, the visitor must go to the office.
- All visitors will receive a Visitor’s Pass when they sign in. They must return it to the office or sign-in desk when they leave. Please be sure your Visitor’s Pass is visible while you are in the school or schoolyard. Visitor’s passes are not required at Open Houses, Parent Nights, or other school-sponsored events open to the public.
- For the safety of our students and staff, we will consider that visitors who do not sign in and cannot show a Visitor’s Pass are trespassing. A school staff member may ask them to leave the building and schoolyard.
- Visitors who want to meet with a teacher or administrator must make an appointment. Teachers have time each week set aside to meet with parents. No appointment is necessary for conferences at Open Houses, Parent Nights, or other school-sponsored events open to the public.
- Teachers who are expecting a visitor should notify the office. In some cases, a staff member may escort the visitor to the meeting place.
- Sometimes, there may be a problem between a parent and a teacher or other staff member. If a meeting is scheduled to address the problem, it will take place in the office or a conference room—not in the classroom. The parent must first report to the office and will be escorted to the meeting place. A school administrator will be present at the meeting.
- If parents must pick up their child before the regular dismissal time, they should call the school office first. They should pick up their child in the office or other location named by the school. Parents may not go directly to the classroom to pick up their child. The school will not release a student to anyone other than a custodial parent without the parent’s consent and proper identification.
- Occasionally, parents or other visitors have disrupted school activities by insisting on visiting classrooms unannounced, harassing staff, shouting, or using inappropriate language. If such disruptive behavior continues, the school administrator may restrict the individual’s visits or deny future access to the building and schoolyard.

Communications Policy

The Boston Public Schools, Boston School Committee, Superintendent, and all central and school-based staff have a responsibility to communicate accurately and effectively with families, students, colleagues, partners and the community. Ongoing communication is essential to developing and sustaining effective home/school/community partnerships for improving student achievement.

The Boston School Committee affirms these principles:

- Families and citizens have a right to know what is happening in their public schools.
- All BPS employees have an obligation to ensure that the public is kept systematically and adequately informed.
- Boston Public Schools staff and families benefit from improved sharing of information—positive and negative.
- Written and verbal communication from schools and employees should reflect the BPS commitment to supporting all children and families, with a focus on student achievement through high-quality teaching and learning.
- Effective communication must be two-way; schools and the central office must find ways to hear from families, students, and the community about important issues and decisions.
- Language used to communicate with families and the community must be free of educational terms unfamiliar to non-educators.
- All communication must reflect and be sensitive to the diversity of BPS families and staff, free of bias with respect to race, ethnicity, language, education, income, gender, religion, sexual orientation, or disability.

For more information about the Communications Policy, visit the BPS website or call 617-635-9265.



Advocating for Your Child: A Problem-Solving Checklist

If you have a school-related problem, we want to help solve it. For the fastest resolution to your problem, please call the individuals or offices below in the order listed.

If possible, send a written description of your problem. Write down the name of everyone you speak with, and keep all documents and letters related to your problem.

Issues Affecting Your Child's Learning

1. Teacher
2. Principal or Headmaster
3. Academic Superintendent ★

General School Issues

1. Principal or Headmaster
2. Superintendent's Ombudsperson ♦, 617-635-6995

School Governance (Parent & School Site Councils)

1. Principal or Headmaster
2. Office of Family & Student Engagement, 617-635-7750
3. Academic Superintendent

Discipline

1. Principal or Headmaster
2. Superintendent's Office, 617-635-9050

Safety

1. Principal or Headmaster
2. 1-877-SCH-SAFE, confidential safety "tip" line

Transportation

1. Principal or Headmaster
2. Transportation Department, 617-635-9520

School Assignments, Transfers, Waiting Lists, and Residency

1. School Hot Line, 617-635-9046 (see page 5 for dates of service)
2. Family Resource Centers (see page 5)
3. Enrollment Services, 617-635-9516
4. Appeals concerning residency policy:
Superintendent's Ombudsperson ♦, 617-635-6995

REMEMBER: Principals and headmasters can't make or change school assignments or guarantee that your child can attend a certain school.

English Language Learner Issues

1. Teacher
2. Principal or Headmaster
3. Office of English Language Learners, 617-635- 9435

Special Education Issues

1. Teacher
2. Principal or Headmaster
3. Special Education & Related Services, 617-635-8599

- ★ Boston schools are organized by category: elementary, middle/K–8, and high schools. Each has an Academic Superintendent and Assistant Academic Superintendent. Call 617-635-9000 to reach them.
- ♦ The Ombudsperson serves the general public—particularly parents—in evaluating and/or mediating school-related problems. The Ombudsperson reports to both the Superintendent and the School Committee.

To Learn More about Family/School Partnership

- ▶ Visit the BPS website, contact your school, or call:

Boston Parent Advisory Council for Title I (BPAC)	617-635-9210
Citywide Parents' Council (CPC)	617-635-9210
Family Resource Centers	See page 5
Special Needs Parent Advisory Council (SpedPAC)	617-635-9210
- ▶ See pages 61–63 for a list of organizations that provide education-related resources and support for families.

DID YOU KNOW...

- ▶ You don't have to wait for school Open Houses to meet with your child's teacher. Teachers have time set aside each week for contact with parents. Call the school office to schedule a time to talk with the teacher—either at the school or by telephone.
- ▶ By the end of September, each school must give parents the name and phone number of school staff (in addition to their child's teacher) whom parents can call if they are concerned about their child's progress.

Preparing for a Productive Parent-Teacher Conference

When the time comes for a parent teacher conference, the right preparation can help parents get much more out of the meeting and help them gain a better understanding of what they can do to help their child succeed. Careful preparation will also help parents set the stage for an ongoing relationship with the teacher.

Getting a Good Start

Parents should try to establish a positive relationship with the teacher. One way to do this is to comment on something that reflects well upon the teacher. For example, thank the teacher for having made thoughtful notes on your child's homework or for the special attention in helping your child learn to multiply.

Often, at parent-teacher conferences, teachers will give parents examples of the student's work and possibly a report card. This is a good time to have a conversation about teaching methods and how student progress is measured. Are students assessed through tests? Portfolios? Class participation? Projects? Parents may also ask the teacher to help them understand school policies.

How is My Child Doing?

Since the parent-teacher conference is usually about 20 minutes, parents should plan to cover only a few topics. When putting together a list of questions, you might want to ask the most important ones first.

Here are some questions you might want to ask about your child:

- What is my child like during the day? Does he or she participate in class discussions and activities?
- What are my child's best and worst subjects? How can I help him or her improve in the areas that need work?
- What are the standards for my child's grade level? Can you show me a piece of work that reflects the highest standard?
- How does my child interact with other children and adults?
- How much help should I provide on homework assignments?
- Is my child in different classes or groups for different subjects? How are these groups determined?
- Is my child trying as hard as he or she can?

Including the Student

A growing number of middle schools and high schools are finding that including students in parent-teacher conferences gives the student a greater sense of responsibility for his or her learning. During the conference, students will often discuss portfolios—a collection of student work that shows the student's efforts, progress, and achievements in one or more subjects. The student

describes to the parents and teacher what is good about the work, what he or she learned, and where improvements can be made.

If the student is not participating in the conference, parents may ask their child beforehand if he or she has any concerns about school. Also, parents may wish to ask the child what his or her strengths and weaknesses are, and what some favorite and least favorite subjects are. It will save time during the conference if parents have already discussed books, classes, and schedules with their child.

Parents may consider telling teachers about any big changes that have taken place in the child's life (such as the death of a pet, a grandparent who is ill, parents who are divorcing, or a family move), or important activities in which the child is involved (such as sports, scouts, community service, or an after-school job).

Addressing Problems

Parent-teacher conferences are a good time to discuss any challenges—either academic or behavioral—a child might be having at school. When problems arise, parents will want to:

- Avoid angry or apologetic reactions. Instead, ask for examples.
- Ask what is being done about the problem and what strategies seem to help at school.
- Develop an action plan that may include steps that parents can take at home and steps the teacher will take when the problem comes up at school.
- Schedule a follow-up conference and decide on the best way to stay in touch (phone, e-mail, or letters sent to the home).

Following Up

When discussing the conference with the child afterward, stress the good things that were covered and be direct about problems that were identified. If appropriate, explain to the child any action plans that were arranged.

A good way to promote a continuing relationship with the teacher is to say "thank you" with a note, e-mail, or telephone call. Keeping in touch with the teacher, even when things are going well, can help the child do better in school. When a child knows parents and teachers are regularly working together, the child will see that education is a high priority requiring commitment and effort.

— by Ted Villaire

(edited by the Boston Public Schools)

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Family/School Partnership

The Home Connection

Simple Ways to Encourage Learning

Here are some simple things you can do at home to help your child learn and succeed.

- 1 Let your children know you believe in them.** Let your children hear, starting at a very young age, that you believe in their ability to do well. Continue to tell them this at *every* age. Help them understand the connection between effort and achievement: if they work hard at school, they will be successful.
- 2 Talk, sing, read and play with your children, as often as you can, starting when they are infants.** These activities help them to develop oral language and background knowledge, which in turn will help them to succeed in school. Talk with them about their lives and interests. Share stories of your life with them. Read with them every day!
- 3 Involve your extended family.** Ask all the people who care about your children— aunts, uncles, grandparents, cousins, godparents, baby sitters, neighbors, and friends—to encourage your children to do well in school and express their love of learning.
- 4 Limit TV watching.** Set limits on the time your child spends watching TV and playing video games, whether they are with you, with a baby sitter, or alone. Children under age 2 should not watch TV at all. Children who watch three hours or more a day are more likely to have learning and attention problems and lower grades in school—and less “screen” time can mean more time for exercise, imaginative play and reading.
- 5 Show a positive attitude toward school and learning.** Express your interest in how your children are doing at school. Try asking simple questions such as “Was your best friend at school today? Did you do anything new at school?” Also ask questions that don’t have a “yes” or “no” answer, such as, “What did you do in art today?” If you can, find ways to get involved at your children’s school. For younger children, go through their backpacks nightly to see the work they have done and to look for any important notices from their teachers.
- 6 Make sure your children do homework.** Look over your children’s homework each night. Ask them to explain what they are learning. Make sure that assignments are completed. If possible, find a quiet place with good light for your children to study, and set aside time each evening for homework. Turn off the TV during homework time. If your children often say there was no homework assigned, check with the teacher.
- 7 Help your children with time management and organization.** Make sure that they have notebooks or folders for each subject. Try to have paper, pencils, and other school supplies on hand. Give them tips on how to take clear notes and write down all school assignments. Establish a set time each day for doing homework. Children often concentrate better on homework after a break and some physical exercise—but *don’t* leave it until just before bedtime. It’s usually better to have children do the hardest assignments first, before they get tired. However, sometimes it helps to get focused by starting with something easy.
- 8 Make sure your children get enough sleep.** Children, and even adolescents, need at least nine hours of sleep each night to do their best in school. According to the National Institutes of Health, a child who hasn’t had enough sleep has trouble paying attention and responding quickly, and may have more behavior problems. Setting a regular bedtime for your children is another simple way to encourage learning.

Adapted from: www.colorincolorado.org/home/simpleways.html

For more ideas on helping your child at home, ask the teacher. Teachers have time set aside every week for parent contact.



CHOOSING BOOKS FOR CHILDREN

Why should I read to my child?

Children love it when their parent, an older child, or another adult reads to them—and it is the single most important activity to help children become successful readers. Reading to children also builds their vocabulary and gives them the background knowledge that will help them understand more difficult books in school.

My daughter can read books on her own. Should I still read to her?

Yes! Even adults like being read to. (That’s why ‘audio books’ are so popular.) Children are able to understand and enjoy books that are read to them that are too difficult for them to read on their own.

How do I know if the books I choose for my son are too hard?

The books that children read independently should be easy so they don’t become frustrated. If they succeed with easier books, they will want to read more—and soon they will be able to read harder books.

What should my child read?

Children should read many kinds of books: fiction, non-fiction, fantasy, biographies, nursery rhymes, and poetry. Schedule regular trips to the library. Librarians are wonderful resources to help your children find books that they will love.

Family/School Partnership: The Home Connection (continued)

Reading Tips for Parents

- ✓ Have younger children read aloud to you every night (even comic books are okay), and read aloud to your child, in English or in the language spoken at home.
- ✓ Choose a quiet place, free from distractions, for your child to do nightly reading assignments.
- ✓ Have your child read in ordinary places (in the car, reading recipes, in the supermarket, during breakfast, at bedtime—even in the bathtub!)
- ✓ Letting your child see *you* read will spark his interest.
- ✓ As your child reads, point out spelling and sound patterns such as cat, pat, hat.
- ✓ Ask your child questions about the characters and events in the story being read. Ask why she thinks a character acted in a certain way. Ask her to support the answer given with information from the story. Before getting to the end of a story, ask what she thinks will happen next and why.
- ✓ Writing is a very important part of reading. You might ask your child, after reading a story, to write a sequel or create another character for the story. Encourage him to write a letter to the author of the book.
- ✓ Start a parent-child book club where you select a “book of the month” that you both read and then discuss.
- ✓ Take your child to the library or bookstore as often as you can. Help him apply for a Boston Public Library card—it’s free!
- ✓ Encourage your child to read topics of interest in the newspaper or Internet.
- ✓ Ask your child about a movie or show she has seen, and find a book on that topic.
- ✓ Expose your child to a wide variety of print materials. Let him discover the difference between essays, stories, textbooks, newspapers, and magazines.

DON'T MISS “GET ENGAGED — MAKING THE HOME-SCHOOL CONNECTION”

A live, call-in TV program on the Boston Neighborhood Network (BNN) Comcast Channel 9 and RCN Channel 82

Tune in every Thursday evening, 6:00–6:30 p.m.

Topics presented on the program include educators and families sharing their stories of educational excellence, engagement tips for families, after-school resources, Supplemental Educational Services, and more.

So turn on, tune in, and “get engaged!”

Math Tips for Parents

- ✓ At the beginning of the year, ask your child’s teacher for a list of resources and suggestions to help your child with math homework (such as flash cards, online resources, after-school tutoring, and home activities).
- ✓ Try to be aware of how your child is being taught math, and don’t teach “shortcuts” that might conflict with the approach of the teacher. This may only confuse your child. Many schools have Math Nights for parents to learn about the school’s approach to math instruction.

DID YOU KNOW...

- BPS Parent University offers sessions at local schools, community organizations and libraries on topics ranging from MCAS tips and early childhood to school transitions and nutrition.

More information:

☎ 617-635-1683

bostonpublicschools.org/node/3781

parentuniversity@bostonpublicschools.org

- ✓ Use household chores to reinforce math learning. Everyday opportunities for solving math problems might include:
 - **Counting:** Ask questions like, “How many trucks do you see?” “How many people are ahead of us in line?” “Can you put 10 containers of yogurt in the basket?”
 - **Sequencing and patterns:** Order is important in math. Notice sequences with your child: “Looks like we’re second in line!” Find simple patterns together—the colors of floor tiles or the rhythms of people walking. Ask your child to make visual patterns using small objects around you.
 - **Fractions and percentages:** “If this recipe calls for $\frac{1}{4}$ cup sugar and we want to double the recipe, how much sugar do we need?” “If these sneakers were \$34 and they are on sale for 50% off, what is the sale price of the sneakers?”
- ✓ Keep in touch with the teacher to learn whether your child is working at grade level and what the family can do at home to help improve academic progress.

The Boston Public Schools Promotion Policy

The Boston Public Schools (BPS) is committed to ensuring that every graduate is a lifelong learner, productive worker, responsible citizen, and thoughtful participant in our diverse communities. Every teacher, administrator, parent/guardian, and other adult involved in the lives of BPS students shares in the responsibility to help all students meet these expectations.

The Promotion Policy reinforces the expectations and responsibilities set forth in the BPS Citywide Learning Standards. The Promotion Policy:

- defines the expectations we hold for all students and the strategies that schools will use to help them succeed
- ensures that promotions are earned and based on academic achievement
- reduces as much as possible the need for students to repeat a grade
- ensures that students start each school year with the skills and knowledge they need to do grade-level work, and that graduates are well prepared for higher education, adult life, and employment
- ensures that students are prepared to pass the Massachusetts Comprehensive Assessment System (MCAS)
- establishes a process that supports students and demands hard work from them
- recognizes that students learn at different rates and calls for organizational structures that respond to students' differences
- defines the ways in which teachers, administrators, students, and parents are accountable.

Promotion Requirements for All Grades

Students must fulfill several requirements to be promoted to the next grade. All students must earn passing grades in certain courses and maintain good attendance. In some grades, students also have to pass standardized tests in reading and math.

Schools may establish promotion requirements that exceed those listed on pages 18–23. These additional requirements must be approved by the School Site Council.

Boston Public Schools is reviewing its graduation requirements in order to better align them with Massachusetts Department of Elementary & Secondary Education (DESE) expectations and the Massachusetts Core High School Program of Study. Please see page 22. More information will be released in September 2010.

English Language Learners

Students in programs for English language learners must meet promotion and graduation requirements. However, ELL students may not be retained in grade if the only reason for not passing the required tests is lack of language knowledge. Students will have access to bilingual dictionaries during all standardized assessments except those assessing English language skills and knowledge.

Students with Disabilities

Students with disabilities are expected to meet promotion and graduation requirements. A student's Individualized Education Program (IEP) or Section 504 Plan will describe the condition under which the student will take standardized tests for each subject scheduled for assessment, or if the student requires an alternate assessment. Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests, even with accommodations. A student's 504 plan will describe what, if any, testing accommodation will be needed.



PASSING GRADES IN COURSES

Teachers base the grades they give to students on several factors, including:

- scores on classroom tests
- completion of required products—for example, a book report or science project. The Promotion Policy says students' grades on these products will count for at least 20% of their year-end grades
- homework assignments
- participation in class discussions and activities
- notebooks
- citywide tests in English, math, history and science.

A **passing grade** for any course, classroom test, or assignment is **60%** or higher.

KEEPING TRACK OF PROGRESS

Parents can keep informed about their children's progress through:

- report cards (see the schedule inside the back cover of this Guide)
- parent-teacher conferences
- individual MCAS reports (sent home in the fall)
- review of homework, tests, and notebooks.
- progress reports for students with disabilities that describe how students are doing in meeting the goals outlined in their IEPs

The Promotion Policy and School Attendance

In addition to meeting academic requirements, students must meet state laws and BPS requirements for school attendance.

Excellent attendance and school success go hand in hand. The more often a student is absent—even if the absence is unavoidable—the harder it is for the student to keep up with the class. Students with good attendance are more likely to pass MCAS than those with poor attendance.

BPS Attendance Policy

1. A student must attend school for *at least a half-day* to be marked “present.” Check with the principal or headmaster to find out what a half-day is. In *most* schools, it is:

- ▶ 3 hours in elementary school
- ▶ 3 hours and 5 minutes in middle school
- ▶ 3 hours and 10 minutes in high school.

Students who arrive after the beginning of the day must follow the school’s tardy procedures in order to be considered present for the day. Elementary and middle schools may not count excessive tardiness as an absence.

High schools *may* count excessive unexcused tardiness as an unexcused absence. Each high school creates its own policy, working with the School Site Council and student representatives. Families must be notified by telephone or in writing after the first unexcused absence created by student tardies, with additional notification according to the school’s policy.

2. A student with more than three (middle and high school) or four (elementary school) unexcused absences in a marking term, or more than 12 unexcused absences for the year, will receive a grade of NC (no credit) if the student otherwise earned a passing grade. If the student has not earned a passing grade, he or she will receive an “F” or a “I” (fail).
3. If a student receives an NC for one or more marking terms, but does not exceed 12 unexcused absences for the year, the NC will be changed at the end of the school year to the grade the student would have otherwise received.
4. A student may change an NC for the year to a letter/number grade, and earn credit for the course, by passing the final exam at the end of the year or during summer school.

Excused Absences

Students must bring in a note after each day they are absent. The note must include the date absent, the reason for the absence, a phone number for the parent or guardian, and the parent or guardian’s signature.

Students may make up work they missed during excused absences. Excused absences may include:

- an illness or injury that prevents the student from attending school. The illness or injury must be verified by a health care

provider, school nurse, or parent.

- a death in the immediate family (parent, sibling, grandparent, aunt, uncle, cousin) or other significant personal or family crisis
- court appearances
- medical or psychological tests during the school day. The parent must show evidence (such as a note from the health center) that the tests could not be scheduled after school.
- religious holidays
- visits to special education schools in some cases for students with disabilities
- other extraordinary situations approved by the School Site Council.

What Is an *Unexcused Absence*?

Some parents think that any absence will be excused as long as the parent sends a note. *This is not true.* Here are a few examples of **unexcused** absences—even if the parent sends a note:

- repetitive and chronic absence due to illness or injury. In these cases, for the absence to be excused, the parent must submit a letter from a health care provider verifying that the student was too sick or injured to go to school.
- student needed to baby-sit
- cutting class
- family vacation
- trip to the homeland
- extension of a religious or cultural holiday beyond the designated day or days on the school calendar.

After a public meeting, the School Site Council may expand the list of unexcused absences. See the School-Based Rules for details. Whenever possible, parents should check with the principal *before* allowing a child to miss school if they are not sure the absence will be excused.

Students are responsible for making up the work they missed when they are absent. However, the school is not required to help a student make up tests and assignments the student missed due to *unexcused* absences.

Students with *six or more* unexcused absences will be referred by a teacher or the principal/headmaster to the school’s Student Support Team (SST). The SST will review the case and work with the family to develop a plan to help the student improve attendance.

Supervisors of Attendance

Coordinating with school-based staff, the BPS supervisors of attendance investigate attendance problems primarily outside the school environment. They work in the community, visit homes, and counsel students and their families. When necessary, the supervisors of attendance file and represent chronic cases in Boston Juvenile Court.

- ▶ Supervisors of Attendance 617-635-8035

Support for Students Who Need Extra Help to Be Promoted

By the end of September, each school must give parents the name and phone number of school staff (in addition to their child's teacher) whom they can call if they are concerned about their child's progress.

In the middle of each marking period, the school must send "warning notices" to parents of students who are in danger of failing. The marking period schedule is inside the back cover of this Guide.

By the middle of October, teachers must identify students who are at risk of not meeting grade-level standards and requirements. They must notify parents of the problem in writing. The school may consider a variety of options to help the student succeed, such as:

- tutoring during or after school
- a change in schedule or teacher
- a referral to community-based support services.

By the end of January, schools must send written notices to parents of students who remain at-risk of being retained. From February through June, schools must maintain written contact with those parents to inform them of their child's progress. Copies of these letters must be kept on file.

Individual Student Success Plans

Every school district in Massachusetts must create an **Individual Student Success Plan (ISSP)** for each student in grades 3-10 who has scored at Level 1 or 2 on the MCAS English language arts and/or math test. The ISSP describes how the school will help the student to raise his or her academic performance.

Schools complete ISSPs on a rolling basis after they receive MCAS scores and other relevant information. The school should send a copy of the ISSP to the parent.

The ISSP must directly address the learning needs identified through MCAS and other school and district assessments. These learning activities may be part of the student's regular coursework during the school day. Activities may include changes in the student's schedule, classes, or supports; and may include after-school or summer programs.

Contact the principal or headmaster if:

- you have questions about your child's ISSP
- you did not receive a copy of the ISSP
- your child is not receiving the services described in his or her ISSP.

Summer Scholars Program

Students in grades 3–9 will be invited to attend the **Summer Scholars Program** if they have not completed these requirements:

1. passed English language arts (ELA)/English as a second language (ESL) or math; and
2. passed one of the reading and one of the math tests required for their grade level (see pages 18-23).

Summer Review High School

Summer Review High School is for students in high school and also grades 7 and 8 in the exam schools who have failed one or two courses with a final grade of F+ (50%–59%). All major courses are offered. It gives students the chance to pass the course and earn points toward promotion and graduation. Students in grades 9 and 10 may take one course. Students in grades 11 and 12 may take two courses.

Students may not go to Summer Review High School if their grades are below 50% or if they were absent more than 30 days.

Students also have access to **Credit Recovery**, an online learning opportunity which allows students to retake courses they have failed. For more information, contact your school guidance counselor.



Repeating a Grade

The Promotion Policy states that students should not remain in elementary school (grades 1–5) for more than six years or in middle school (grades 6–8) for more than four years. However, a student may have to repeat a grade more than once, following review by the principal, teacher, parent, and support staff, if the student:

1. does not attend the Summer Scholars Program as required; OR
2. has not met all course requirements.

The principal/headmaster has the final authority to make decisions on promotion and retention.

Assessment: Measuring Student Achievement

ASSESSMENTS SERVE MANY PURPOSES

Report card grades. Test scores are part of the student's report card grade in each subject.

"Benchmarks." The BPS uses results of certain assessments to make decisions about a student's academic standing. When students do not reach the "benchmark" (minimum passing score) on these tests, they may receive extra help, they may have to attend summer school, or they may have to repeat a course or grade. **Examples:** DIBELS, BPS end-of-course assessments. (See pages 18–23.)

Formative assessments are frequent, informal activities or tests that "inform" the teacher about what each student knows and still needs to learn. Teachers use them to make changes in their teaching and to measure the immediate effect of those changes on student learning. **Examples:** end-of-unit assessments, district predictive assessments.

Summative assessments measure the "sum" of students' learning, often at the middle and end of the school year. They may help a teacher or school to identify areas of strength and weakness in their curriculum or teaching (such as when most of the class gives the wrong answer to one type of question). **Examples:** MCAS; BPS end-of-course ELA and math assessment.

Test results identify students who are eligible for special schools and programs. **Examples:** Test for admission to Advanced Work Class; test for admission to the exam schools.

Source: Boston Plan for Excellence, *FOCUS Newsletter for Boston Teachers*, Spring 2004; and Boston Public Schools

Throughout the school year, teachers test, or assess, students on what they have learned and what they can do. Assessment includes paper-and-pencil tests, computer-based tests, oral and written reports, performances, and projects.

Teachers or the companies that publish the textbooks used in our schools create some of the tests our students take. Other tests, such as the Boston Public Schools (BPS) mid-course and end-of-course assessments in English language arts, math, history, and science, are created by BPS educators for use in all BPS schools, in partnership with assessment companies. The Massachusetts Comprehensive Assessment System (MCAS), described on the next page, is given in every public school in the state. The BPS also uses a variety of reading and math tests that are given in school districts all over the United States.

- ▶ For the specific tests given in each grade, see page 19 (kindergarten–grade 5), page 21 (grades 6–8), and page 23 (high school).
- ▶ For information on your child's performance, ask the teacher, principal, or headmaster.
- ▶ For general questions about assessment, call the Office of Research, Assessment and Evaluation, 617-635-9450.

MCAS

Every student who attends a Massachusetts public school must take MCAS (Massachusetts Comprehensive Assessment System) tests. MCAS is given in grades 3–10. The subjects tested vary by grade. They include English language arts (ELA), reading comprehension, mathematics, science and technology/engineering, and history/social science. MCAS tests how well students and schools are meeting the learning standards set by the state.

MCAS is a combination of multiple choice questions (where a student chooses from a list of possible answers) and short answer and open-ended questions (where the student writes or shows an answer). Students in grades 4, 7, and 10 also write a composition as part of their English language arts test.

To see all MCAS test questions for tests given in 1998–2010, go to:
www.doe.mass.edu/mcas/testitems.html

How are MCAS results used?

Educators, parents, and students use MCAS results to:

- follow student progress: the MCAS is one of several tests that the Boston Public Schools uses to make promotion decisions
- identify strengths, weaknesses, and gaps in curriculum and instruction
- gather information that can be used to improve student performance
- identify students who may need extra academic support
- identify academic growth students have made from one grade to the next.

The Mass. Department of Elementary and Secondary Education (DESE) uses MCAS results and other data to determine if schools and districts are meeting standards for improving student academic performance. In addition, as required by No Child Left Behind (NCLB), DESE reports on the Adequate Yearly Progress of schools and districts based on MCAS results. See page 54 for more information.

The MCAS Graduation Requirement

In order to graduate from high school, students must earn a Competency Determination (CD) in ELA, mathematics, and Science and Technology/Engineering (STE) as well as meeting their coursework and attendance requirements. To earn a CD in ELA and/or mathematics, a student must reach a performance level of Proficient or Advanced. Students who score in a performance level of Needs Improvement in ELA and/or mathematics must also fulfill the requirements of an Educational Proficiency Plan (EPP), which is an individualized intervention plan that includes additional coursework and an assessment component. (Please ask your child's headmaster for further information about EPP.) To earn a CD in STE, a student must pass one of the MCAS high school science tests.

Students who do not pass high school MCAS the first time may retake it even after they leave high school. If, however, a student has taken the tests at least three times or has participated in the MCAS Alternate Assessment twice and has not yet passed the ELA and/or math test, the student may be eligible to file an MCAS Performance Appeal for ELA and/or mathematics. To be eligible to file an MCAS Performance Appeal for STE, a student must have taken an MCAS high school science test at least one time (or completed an MCAS Alternate Assessment twice) and must be currently enrolled in a STE class or have completed grade 12. For a description of the process and eligibility requirements, visit the BPS website. Check with the school headmaster to see if your child is eligible to have an appeal filed with the Massachusetts Department of Elementary & Secondary Education.

For more information about MCAS

- Mass. Department of Elementary and Secondary Education: www.doe.mass.edu/mcas/
- MCAS Parent Information Hotline: 1-866-MCAS220
- Boston Public Schools website

Eliminating the Achievement Gap



It is a reality in the Boston Public Schools, and in urban school districts all over the U.S., that there are differences in measurements of student success, such as test scores and graduation rates, among groups of students based on race, ethnicity, language, or disability. These differences are known as the **achievement gap**.

The Boston Public Schools is strongly committed to maintaining high expectations for every student in every school and classroom. Our **Achievement Gap Policy** says that *all* BPS policies and practices will reflect the goal of eliminating the achievement gap and ensuring academic success for all students. It is expected that all Boston Public Schools staff will be committed to this goal and will engage students and families, the private sector, faith-based groups, community-based organizations, and higher education institutions to work together to close the achievement gap.

To read the entire Achievement Gap Policy, visit the BPS website, or call 617-635-9014 for a copy.

MCAS: FREQUENTLY ASKED QUESTIONS

Do all students have to take MCAS?

Yes, all students enrolled in Massachusetts public schools must be tested. This includes pilot and charter schools. In addition, special education students in private schools funded by the BPS must be tested.

How will I find out my child's MCAS scores?

Parents will receive their child's MCAS report either by mail or from the school. Results from the spring 2010 MCAS should be sent in the fall of 2010.

What if my child is in special education?

All special education students are required to take the tests, but students' IEP or Section 504 Teams can make decisions regarding appropriate test accommodations. A test accommodation is a change in the way a test is given or in the way a student responds to test questions to give students the opportunity to demonstrate knowledge and skills. The procedures should be clearly stated in the student's Individualized Education Program (IEP) or Section 504 plan.

What if my child is an English language learner?

All students are required to take MCAS tests in mathematics and science and technology/engineering. However, for students who are in their first year of enrollment in U.S. schools, participation in English language arts (ELA) and history/social studies MCAS tests is optional.

In addition, English language learners in K2–grade 12 must take the Massachusetts English Proficiency Assessment—Reading/Writing (MEPA R/W). All English language learners in grades K–12 will also take the Massachusetts English Language Assessment—Oral (MELA-O). The MEPA measures a student's ability to read and write English. The MELA-O measures a student's ability to speak English and understand spoken English.



Summary of Promotion Requirements ★ Elementary School (Grades 1–5)

To be promoted from Grade 5, students must...

- pass English language arts (ELA)/English as a second language (ESL) each year
 - pass mathematics each year
 - take science and history each year
 - pass a total of **three** out of four classes in science and history in grades 4–5
 - complete 90 hours of arts-related instruction each year (average 30 minutes per day).
- ★ School Site Councils may vote to establish course and test requirements that exceed those listed on this page.

Assessments that Students Take in Elementary School

Assessment	Grades	What does it test?
BPS Mid-Course and End-of-Course ELA and Math Assessments	K–5	Mastery of standards that students have studied in ELA (grades 3–5) and math (K–5)
Investigations End-of-Unit Assessments	2–5	BPS-created tests of mastery of math content taught in previous 4–6 weeks
PALS	K0–K1	Reading comprehension, fluency, oral reading, listening comprehension, writing ability
Expressive Vocabulary Test	K0–K2	
DIBELS	K2–3	
TRC	1–3	
Predictive Assessments	1–5	English language arts (ELA) reading comprehension, math
ELA and Math (Pearson)	3	
MCAS	3 4 5	
Mass. English Language Assessment–Oral (MELA–O)	K–5	English language speaking and listening skills for English language learners
Mass. English Proficiency Assessment–R/W (MEPA–R/W)	K2–5	English language reading and writing skills for English language learners
National Assessment of Educational Progress (NAEP)	4	Reading, math
Terra Nova basic survey in English for all students and Supera in Spanish for English language learners	3–5	Vocabulary/word skills and reading comprehension; ability to apply basic math skills to challenging problems. Advanced Work Class (AWC) placement test; see page 27 for more information.

HOMEWORK REQUIREMENTS

Homework builds on classroom work and encourages the development of self-discipline and personal responsibility. It is also an important means of promoting cooperation between home and school.

KINDERGARTEN: Teachers may assign short poems or other material to be learned at home and recited in class.

Recommended average time:
30–60 minutes per day

GRADES 1–3: Homework should be related to the skills or abilities which have been developed during the school day in the major subject areas, such as reading and math. The central idea is that home study promotes home-school cooperation and reinforces skills.

Recommended average time:
30–60 minutes per day

GRADES 4–5: Homework should stress work in major subject areas and should vary in form. For example, it could include oral and written exercises, study, reading for pleasure, written assignments and preparation of reports.

Recommended average time:
30–60 minutes per day

NOTE: The Boston Student Advisory Council has presented recommendations to BPS executive staff to modify the homework policy. Any changes to the policy approved by the School Committee will be available in schools and posted on the district website.

Elementary School Promotion Requirements: Kindergarten–Grade 5

K0–K2	There are no promotion requirements for students in kindergarten.	
Grade 1	<p>To be promoted to grade 2, students must meet both of these requirements:</p> <ol style="list-style-type: none"> 1. Receive a passing grade in English language arts (ELA) or English as a second language (ESL) 2. Receive a passing grade in mathematics. 	
Grade 2	<p>To be promoted to grade 3, students must meet all of these requirements:</p> <ol style="list-style-type: none"> 1. Receive a passing grade in English language arts (ELA) or English as a second language (ESL); 2. Receive a passing grade in mathematics 	
Grade 3	<p>To be promoted to grade 4, students must meet both of these requirements:</p> <ol style="list-style-type: none"> 1. Receive a passing grade in English language arts (ELA) or English as a second language (ESL). 2. Receive a passing grade in mathematics. 	<ul style="list-style-type: none"> ► Students who do not pass ELA/ESL and math and do not pass a reading test and math test will receive an “Incomplete” and must attend the Summer Scholars Program if invited. If they do not pass both courses and a reading test by the end of the Summer Scholars Program, they will repeat grade 3. ► If they pass reading and pass the course work for math, but do not pass the math test by the end of the Summer Scholars Program, they will be promoted to grade 4 and receive extra help in math.
Grade 4	<p>To be promoted to grade 5, students must meet all three of these requirements:</p> <ol style="list-style-type: none"> 1. Receive a passing grade in English language arts (ELA) or English as a second language (ESL) 2. Receive a passing grade in mathematics 3. Receive a passing grade in science or history 	
Grade 5	<p>To be promoted to grade 6, students must meet all of these requirements:</p> <ol style="list-style-type: none"> 1. Receive a passing grade in English language arts (ELA) or English as a second language (ESL) 2. Receive a passing grade in mathematics 3. (a) Receive a passing grade in science and history, if only one of these subjects was passed in grade 4; OR (b) Receive a passing grade in science or history, if both of these subjects were passed in grade 4. 	



Summary of Promotion Requirements ★ Middle School (Grades 6–8)

To be promoted from middle school, a student must . . .

- pass **five** out of six courses in English language arts (ELA)/English as a second language (ESL) and mathematics
- pass **ten** out of twelve courses in science, history, math, and ELA/ESL
- complete **three** semesters of instruction in the arts
- complete **two** semesters of instruction in physical education
- complete **two** semesters of instruction in health.

★ School Site Councils may vote to establish course and test requirements that exceed those listed on this page.

HOMEWORK REQUIREMENTS

Boston Public Schools educators believe that when students spend time on meaningful homework assignments, they are more likely to achieve academic success. Homework builds on classroom work and encourages the development of self-discipline and personal responsibility. It is also an important means of promoting cooperation between home and school.

Every BPS middle school student in grades 6–8 should have homework assignments every school day. Teachers in the major subject areas should coordinate homework assignments. Certain subjects should be scheduled for certain nights so the total amount of home assignments is consistent each evening and can be completed within the expected time. Homework should be a factor in students' report card grades.

Recommended average time:
2 hours per day

NOTE: The Boston Student Advisory Council has presented recommendations to BPS executive staff to modify the homework policy. Any changes to the policy approved by the School Committee will be available in schools and posted on the district website.

Assessments that Students Take in Middle School

Assessment	Grades	What does it test?
BPS Mid-Course and End-of-Course Assessments	6–8	Mastery of material taught in core courses in all BPS middle schools by mid-course and for entire course
Common Writing Assignment – Science	6–8	Ability to present analytical thinking in writing
Independent School Entrance Exam (ISEE)	6 and 8	English and math skills, for admission to the exam schools (see page 27)
MCAS	6	English language arts (ELA) reading comprehension; math
	7	English language arts (ELA) reading comprehension, ELA composition, math, history, social science.
	8	English language arts (ELA) reading comprehension; math; science & technology/engineering.
Mass. English Language Assessment-Oral (MELA-O)	6–8	English language speaking and listening skills for English language learners
Mass. English Proficiency Assessment-R/W (MEPA-R/W))	6–8	English language reading and writing skills for English language learners
Predictive Assessments (Pearson)	6–8	English language arts and math
National Assessment of Educational Progress (NAEP)	8	Reading, math, writing (computer-based)

Middle School Promotion Requirements: Grades 6–8

Grade 6	<p>To be promoted to grade 7, students must receive a passing grade in a total of three courses from the following subject areas: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.</p> <ul style="list-style-type: none"> ■ To pass ELA/ESL, students must pass the district year-end formative assessment. ■ To pass math, students must pass the end-of-year math assessment or end-of-summer math assessment. 	<ul style="list-style-type: none"> ▶ Students who do not pass both ELA/ESL and math must attend the Summer Scholars Program. ▶ Students who do not pass ELA/ESL and math by the end of the Summer Scholars Program will fail the course(s) for the year and must repeat them.
Grade 7	<p>To be promoted to grade 8, students must receive a passing grade in a total of six courses from the following subject areas in grades 6 and 7: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.</p> <p>The courses must include at least:</p> <ul style="list-style-type: none"> ■ three ELA/ESL+ math courses ■ one science course ■ one history/social science course 	<ul style="list-style-type: none"> ▶ Students who do not pass both ELA/ESL and math must attend the Summer Scholars Program. ▶ Students will earn credit for the course(s) only if they attend the Summer Scholars Program and pass required coursework. Students who do not attend will fail the course(s).
Grade 8	<p>To be promoted to grade 9, students must receive a passing grade in a total of ten courses from the following subject areas in grades 6, 7 and 8: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.</p> <p>The courses must include at least:</p> <ul style="list-style-type: none"> ■ five ELA/ESL + math courses ■ two science courses ■ two history/social science courses 	<ul style="list-style-type: none"> ▶ Students who do not pass both ELA/ESL and math must attend the Summer Scholars Program. ▶ Students will earn credit for the course(s) only if they attend the Summer Scholars Program and pass required coursework. Students who do not attend will fail the course(s). ▶ Students who do not meet grade 8 course requirements by the end of the Summer Scholars Program will be retained. Students who have already been retained in middle school may be retained again only after a case review by the principal, teachers, support staff, and parent.



HOMEWORK REQUIREMENTS

Boston Public Schools educators believe that when students spend time on meaningful homework assignments, they are more likely to succeed academically. Homework builds on classroom work and encourages students to develop self-discipline and personal responsibility. It also promotes cooperation between home and school.

Homework provides practice and reinforcement of the day's lessons, preparation for the next day's lessons, and/or activities to deepen students' understanding. The school should have a homework plan that fits the school's curriculum.

Teachers should coordinate assignments so students do not have too much homework on any given night. For instance, a school might assign reading and writing every day; math and history on Monday, Wednesday, and Friday; and science and world language on Tuesday and Thursday. Homework makes up part of the report card grade.

Recommended average time:
2½ hours per day

NOTE: The Boston Student Advisory Council has presented recommendations to BPS executive staff to modify the homework policy. Any changes to the policy approved by the School Committee will be available in schools and posted on the district website.

High School Promotion and Graduation Requirements ♦

Under the BPS high school promotion and graduation policy approved in 2004, students follow a “personal road map” to graduation that they develop with help from their advisors, teachers, mentors, and family members.

Each BPS high school follows one of three **pathways** that prepare all students for college, other post-high school training, and rewarding careers. All pathways allow some flexibility as to when students take some courses. For example, one student might take U. S. History 1 in grade 10, while another student might take it in grade 11. Some students will need more than four years to complete all the graduation requirements.

When choosing a high school, students and families should be sure to learn about the pathway the school follows toward a BPS high school diploma.

GRADUATION REQUIREMENTS UNDER REVIEW

Boston Public Schools is reviewing its graduation requirements in order to better align them with Massachusetts Department of Elementary & Secondary Education (DESE) expectations and the Massachusetts Core High School Program of Study. Proposed changes will impact the Class of 2011. Students who do not score at least 240 on MCAS grade 10 math and ELA are expected to take and pass course work in the respective subjects in grades 11 and 12. More information will be released in September 2010.

Assessments that Students Take in High School

Assessment	Grade	What does it test?
BPS Mid-Course and End-of-Course Assessments	All	Mastery of material taught in core courses in all BPS high schools by mid-course and for entire course
MCAS: English Language Arts (ELA)	10 (plus retests, until passed)	Reading comprehension, composition, and understanding of language and literature. <i>Students must either reach Proficient/Advanced or score in Needs Improvement and fulfill an EPP to graduate.</i>
MCAS: Math	10 (plus retests, until passed)	Number sense, functions, algebra, geometry, statistics, and probability. <i>Students must either reach Proficient/Advanced or score in Needs Improvement and fulfill an EPP to graduate.</i>
MCAS: Science, Technology/Engineering	9–11 (plus retests, until passed)	For students taking biology, chemistry, introductory physics, and technology/engineering. <i>Students must pass one science test to graduate.</i>
MCAS: U. S. History	10–11	U.S. History 1 and 2, civics and government, and economics
Mass. English Language Assessment-Oral (MELA-O)	All	Skills in speaking and listening in English for English language learners
Mass. English Proficiency Assessment (MEPA)	All	Skills in reading and writing in English for English language learners.
Scholastic Aptitude Test (SAT) ACT™ Assessment	11–12	Required to apply to many colleges. Tests English, reading, math, and science. Additional tests offered in writing and other subjects.
Preliminary SAT (PSAT)	10–11	Practice for SATs; scores used to name National Merit Scholars
ADP Algebra II end-of-course exam	9	Subject to state funding
Common Writing Assignment – History or Humanities	9–12	Ability to present analytical thinking in writing
National Assessment of Educational Progress (NAEP)	12	Reading, math and writing (computer-based)

High School Graduation Requirements ★

Boston Public Schools is reviewing its graduation requirements in order to better align them with Massachusetts Department of Elementary & Secondary Education (DESE) expectations and the Massachusetts Core High School Program of Study. Please see page 22. More information will be released in September 2010.

Pathway 1	<ul style="list-style-type: none"> Take and pass four English courses Take and pass three history courses, including U.S. History 1 & 2 Take and pass four math courses, including Algebra, Geometry, and Advanced Algebra ❖ Take and pass three lab science courses, including at least two of the following: biology, chemistry, physics Take and pass two world language courses Take and pass two semester courses in the arts Take and pass two semester courses in physical education Take and pass one semester course in health Take and pass one semester course in computers Earn a Competency Determination (CD) in MCAS ELA, math, and science & technology/engineering (see page 17) 	❖ GRADE 12: <ul style="list-style-type: none"> Students in grade 12 who have not passed the math section of MCAS by September 2010 are not required to take Advanced Algebra. These students will take MCAS Math Prep 12. Students who pass the November 2010 MCAS retest will enroll in a one-semester course in Advanced Algebra in February 2011. Students must pass this course to graduate. Students who do not pass the November 2010 retest will continue with MCAS Math Prep 12. Students who pass the May 2011 MCAS are not required to pass Advanced Algebra to graduate, as long as they pass MCAS Math Prep 12.
Pathway II	<ul style="list-style-type: none"> Take and pass four humanities courses, which meet current standards for English and U.S. History 1 & 2 Take and pass four math courses, including Algebra, Geometry, and Advanced Algebra ❖ Take and pass three lab science courses, including at least two of the following: biology, chemistry, physics Take and pass two world language courses Take and pass two semester courses in the arts Take and pass two semester courses in physical education Take and pass one semester course in health Take and pass one semester course in computers Earn a Competency Determination (CD) in MCAS ELA, math, and science & technology/engineering (see page 17) 	
Pathway III	<p>A school can develop its own list of required courses that meet state standards and are approved by the Boston Public Schools. Pathway III schools currently include the exam schools, some pilot schools, Horace Mann charter schools, Madison Park Technical Vocational High School, and Alternative Education programs.</p>	

★ School Site Councils may vote to establish course and test requirements that exceed those listed above.

Questions and Answers about the High School Graduation Policy

If students fail some of their courses, do they have to repeat the whole year?

No. They can retake those courses the following year, during the summer, in night school, or online through the **Credit Recovery** program (see page 15)—but they can move ahead in the subjects they passed. For more information, see your school guidance counselor.

Seniors also have access to a district-wide summer graduation if they miss their school graduation.

If students take different courses in different years within the pathways, when will they take Grade 10 MCAS?

All students take MCAS in grade 10, except newly arrived ELL students.

Whom should students and their families ask about the High School Promotion and Graduation Policy?

- ▶ Your school's Guidance Department
- ▶ BPS Guidance Department 617-635-8030
- ▶ Office of High School Support 617-635-8079

Special Programs: English Language Learners

The Boston Public Schools (BPS) has made high quality instruction for English Language Learners a top priority. The BPS provides various choices and services to help these students learn English quickly as they study literature, writing, math, science, history/social studies, and the arts.

Who is an English Language Learner?

English Language Learners (ELLs) are students who are native speakers of languages other than English, and who are not able to perform ordinary class work in English. These students also may be called “limited English proficient” (LEP). About 11,000 students in the BPS (19% of all BPS students) are classified as English Language Learners.

How are students placed in ELL services?

Every child entering BPS for the first time must complete a home language survey. If the survey indicates that the child might qualify for ELL services, the district must assess the child’s English proficiency in four areas: listening, speaking, reading, and writing. Parents and guardians of children who qualify for ELL services have the legal right to be informed of the options available in a way they can understand (in terms of medium and language) and to then choose the option they (parent or guardian) believe best fits their child’s needs.

What options does the Boston Public Schools offer for English language learners?

All English Language Learners, regardless of program placement, will receive English language development (English as a Second Language) and sheltered instruction in the content areas. In Boston Public Schools, the options from which parents/guardians of ELL students can choose include:

- **Sheltered English Immersion (language-specific):** In this classroom, students are all English Language Learners who speak the same language. Instructional materials are used to enhance students’ acquisition of English and content. In addition, instruction in English as a Second Language (ESL) is provided.
- **Sheltered English Immersion:** In this classroom, students are all English Language Learners who speak different native languages. Instructional materials are used to enhance students’ acquisition of English and content. In addition, instruction in English as a Second Language (ESL) is provided.
- **Two-Way Bilingual Education:** In this classroom, native English speakers and speakers of another language learn together. (At this time, there are only Spanish two-way programs in the BPS.) Literacy and content are both taught to all students in both languages. English as a Second Language (ESL) is also provided to non-native speakers of English.
- **Transitional Bilingual Education (TBE) ★:** In this classroom, academic instruction is provided in English Language Learners’ primary language, using more English in the classroom as their English language skills improve, until they completely transition to English. As part of this, all students receive English as a Second Language (ESL) instruction in addition to instruction in the native language.
- **Native Language Literacy ★** is a special Transitional Bilingual Education program designed to address the unique needs of students ages 9 and older who are not literate in their native language, or who did not attend school in their native country, or whose schooling was interrupted. The program helps students acquire language and literacy skills along with core academic skills and knowledge, and to help them understand the U.S. school system.
 - ★ *Students in TBE programs need a signed waiver from their parent/guardian acknowledging that the parent has specifically requested a TBE program. See below.*
- **Newcomers Academy** is available for students ages 14-18, with plans to expand to include ages 9-18. It serves students who have had limited or no schooling in their home countries; arrive in the United States during the school year; are three or more years behind in school due to limited skills in their primary language; and/or have experienced interruption in formal education in their home countries of origin.

In the Newcomer’s Academy, students receive:

 - Intensive English language and literacy development
 - Instruction specifically designed to help them learn English, math, science, technology, arts, and physical education.

When may an ELL student request a waiver?

Parents of English language learners may request a waiver for placement in Transitional Bilingual Education settings, rather than Sheltered English Immersion, if they think it would benefit their child.

What is the process for getting a waiver for children under age 10?

1. The student must be in an English language classroom for at least 30 calendar days before the parent can apply.
2. The parent must visit the school to request the waiver. At that time, the principal gives the parent full information on ELL programs and conditions for approval of waiver. Information should be in a language the parent understands.
3. If the principal agrees that the student should have a waiver, the principal must state in writing his or her reasons for recommending the waiver.

English Language Learners (continued)

Both the principal and the school superintendent must authorize the waiver. Parents have the right to appeal the decision if the waiver is denied.

Is there a waiver process for students age 10 and older?

Yes. For students ages 10 and older, the law allows waivers from Sheltered English Immersion when the principal and teachers believe that the student would make better academic progress and learn English more quickly in Transitional Bilingual Education, or when the parents request it. The principal or his/her designee will give the parent a waiver form to sign. The waiver will be sent to the Newcomer Assessment & Counseling Center to be processed.

For more information on English Language Learning

- ▶ BPS Office of English Language Learners 617-635-9435
- ▶ BPS Family & Student Engagement 617-635-7750

- ▶ Massachusetts Department of Elementary & Secondary Education, www.doe.mass.edu/ell/

THE NEWCOMER ASSESSMENT & COUNSELING CENTER

📞 617-635-1565 • 100 MAXWELL ST., DORCHESTER

A service for students in K2–grade 12 who are actually or potentially English language learners.

Open on school days, 8 a.m.–5 p.m.

- Language testing in the native language and English
- Education and career counseling
- Orientation to the Boston Public Schools and city services
- Information and resources for families

Special Education and Student Services

Federal law guarantees every student the right to a free and appropriate public education regardless of handicap or disability. State law (CMR 28) further ensures that eligible students receive special education services designed to develop their individual educational potential in a classroom setting that is appropriate for meeting their needs.

Special Education Services

Special Education services include:

- Specially designed instruction to meet the individual needs of students with disabilities
- Aids, interventions and services to help students with disabilities study the general curriculum and meet grade level expectations established for all students
- Classroom settings to meet each student's needs: students may receive services in a regular classroom, in a resource room for part of the day, or in a separate classroom
- Related services, including but not limited to speech, occupational therapy, and physical therapy
- Specialized instruction for students with hearing, visual, and physical disabilities.

Three special schools serve students with disabilities: the Horace Mann School for the Deaf and Hard of Hearing, the Carter Development Center for students with severe disabilities and complex health conditions or medical needs, and the McKinley Schools, a highly structured setting for students with emotional and behavioral learning needs.

If you suspect that your child is having difficulty making progress in a regular classroom due to a disability, you have the right to an evaluation of your child to find out if he or she has a

disability and is eligible for special education services. Ask the principal/headmaster or Evaluation Team Facilitator (ETF) for this evaluation.

Related Services

Each school has a Student Support Team to help students with their individual needs. The following staff and departments are key members of Student Support Teams and provide direct services to students:

- **Student support coordinators** facilitate Student Support Team meetings and connect schools to community partners and services outside of school.
- **Guidance counselors** help students with a variety of issues, including college and career planning.
- **School nurses** address student health issues. Be sure to tell the school nurse if there are any health-related issues that may affect your child's school performance. Please see page 28.
- **School psychologists** and **pupil adjustment counselors** help identify students who have disabilities and make recommendations to improve academic achievement. They also provide some individual and group counseling services.
- **The Homeless Education Resource Network** provides services to students who are temporarily without housing. Call if you need these services.

For more information

- ▶ Special Education and Student Services 617-635-8599
- ▶ Student Support Services 617-635-8030
- ▶ Homeless Education Resource Network 617-635-8037
- ▶ www.doe.mass.edu/sped/parents.html: Many resources for families of students with disabilities

Special Programs: Alternative Education

The Boston Public Schools offers a variety of alternative education programs designed to meet the needs of middle school and high school students who are not succeeding in a regular school setting. These programs offer intensive support services and different approaches to learning. They also work with community agencies to better serve middle school and high school students.

We cannot guarantee that every student who requests placement in an alternative program will get one.

Alternative Education Programs:

- **Over-age students.** Boston Adult Technical Academy in Dorchester serves students ages 18–22.
- **Disruptive and expelled students.** Students enter these programs through assignment by the Director of Alternative Education. The goal is to return the student to a BPS middle school or high school.
- **Court-involved students.** Students are placed through the Department of Youth Services (DYS), Department of

Children and Families (DCF), or the court system.

- **Dropout prevention and General Educational Development (GED).** Students and/or their families choose to enter one of these programs because of a negative school experience or the desire to take a different path toward a high school diploma. Referral may come from the student's current high school or from the student and/or family of the student.

General information on GED: doe.mass.edu/ged/

- **Off-track and disconnected youth.** The BPS Re-engagement Center provides diagnostic services and designs interventions to enable students to continue their education and prepare for success after high school.
- **Alternative schools for pregnant teens and teens struggling with substance abuse.**

For more information on Alternative Education Programs

- ▶ Alternative Education 617-635-8035
- ▶ Re-engagement Center 617-635-2273

Advanced Work Class

Advanced Work Class (AWC) is a full-time program for qualified students in grades 4, 5, and 6. AWC programs are available in all three assignment zones. Sixteen schools have AWC for grades 4–5 and 13 schools have AWC for grade 6. Classes are available in English and Spanish.

Students in AWC study the same topics as those in regular classes, but in greater depth. Students are expected to complete more schoolwork and more home study. In math, they study the curriculum for their own grade plus part of the work for the next grade level. (For example, grade 6 students will have studied half of the grade 7 math program by the end of the year.) In English language arts, students do more writing and read more challenging literature than in the regular curriculum. Students also study a foreign language: Spanish, French, Chinese, or Japanese.

How do students get into Advanced Work Class?

All students take nationally normed tests in reading and math in grades 3, 4, and 5 to determine if they qualify for AWC. The tests are given in late September or early October each year. English language learners may take tests in Spanish.

Students in grade 4 AWC automatically progress into grade 5 AWC. To enter the AWC program in grade 6, all students in grade 5 must achieve Level 3 or 4 on all academic school work, meet the BPS attendance requirement, and obtain qualifying scores on national reading and math tests.

How will I know if my child is eligible?

The BPS mails invitations to qualified students in January.



If there are more qualified students than there are AWC seats available, students are invited to the program in rank order.

How are students assigned to AWC?

Eligible students will receive an application listing all their Advanced Work Class and non-AWC school choices. AWC assignments are made following the regular BPS assignment policy (based on choice, sibling and walk zone preference, and random number).

The parent numbers schools on the application in order of preference. Choices can be a combination of schools with and without AWC—but to ensure an AWC assignment, be sure to choose the maximum number of available AWC options.

For More Information on Advanced Work Class (AWC)

- ▶ AWC Admission 617-635-9512
- ▶ AWC Curriculum 617-635-9202

The Exam Schools

There are three examination schools within BPS: Boston Latin Academy, Boston Latin School, and the John D. O'Bryant School of Mathematics and Science. All three serve students in grades 7 and 9. The O'Bryant also admits a limited number of new students to grade 10. They offer a challenging curriculum focused on preparing graduates for college. The exam schools require more coursework and homework than most other BPS secondary schools.

Admission to the exam schools is competitive. Invitations are based on results of an admission test and grade point averages.

The Independent Schools Entrance Exam

All exam school applicants must take the Independent Schools Entrance Exam (ISEE) to apply for the exam schools. The next ISEE administration will be held on Saturday, November 6, 2010 at twelve Boston test centers. Registration materials will be available at your child's current school and must be returned to the principal or headmaster by September 29, 2010.

Families may also opt to take the ISEE privately on an alternative date and location. In this case, families may register for the ISEE by contacting the Educational Records Bureau at 800-446-0320 or online: www.iseetest.org. Exam school applicants seeking a private exam must sit for the ISEE before December 31st of the school year in which they apply and send the scores to Boston Exam Schools (school code 888888).

Grade Point Average (GPA)

The GPA is computed using final average marks in English language arts and math from the previous school year and the first two marking periods of the current school year. In January, all applicants will receive a Grade Point Average form to be completed and signed by the parent/guardian. The applicant's current school must return the form to the BPS Office of Enrollment Services by the first Friday in February. Please note that grades may not be changed after the form is submitted.



Residency for Exam School Applicants

All exam school applicants must affirm in writing that they are actual residents of the City of Boston.

- Please remove and complete the Boston Public Schools Parent & Student Agreement form located inside this booklet and return to your child's current school.
- Remember to update your home address and contact information at a BPS Family Resource Center if you have moved.
- To accept their son's or daughter's invitation to an exam school, the parent/guardian must sign and return the form on the invitation by the date given on the form. By accepting the invitation, the parent or guardian is affirming that the student actually resides in the City of Boston.

For more information on Exam Schools

- ▶ Call 617-635-9512
- ▶ Call any Family Resource Center (see page 5)
- ▶ See pages 46–47 for more on the residency requirement
- ▶ Visit the BPS website.

Home and Hospital Instruction

The Boston Public Schools (BPS) provides home and hospital tutoring for students who, "in the judgment of their physician, should remain at home or in the hospital on day or overnight basis, or any combination of both, for a period of at least fourteen school days in any school year." Before a student can receive these services, a licensed physician must complete a state-required form.

For more information about Home and Hospital Instruction

- ▶ Special Education and Related Services 617-635-6633

Home Schooling

Parents who live in Boston and want to home-school their children must apply to the BPS Alternative Education Department for approval. They must demonstrate that their home education proposal follows the Guidelines for Home Education in Massachusetts and meets the requirements of the state's Compulsory Attendance law.

For more information about Home Schooling

- ▶ Alternative Education 617-635-8035

Services for Students: Health Services

The School Nurse

Nursing services are available in every school. Some schools have a nurse in the building every day, while others may share a nurse with another school. If you need to speak to the school nurse, call the school office.

All school nurses are licensed to practice nursing in Massachusetts and are certified by the Department of Elementary & Secondary Education. In addition, all are certified in cardiopulmonary resuscitation (CPR) and first aid. School nurses:

- evaluate and manage the health needs of all students
- identify and manage students with special health needs
- work with other school-based groups to provide safe and healthy environments
- monitor and administer medications and medical procedures as prescribed by a student's primary care provider or medical specialist
- provide first aid and emergency care
- help families to get health insurance and find a health care provider
- manage the control of communicable diseases.



You can help the school nurse care for your child by:

- making sure the nurse is aware if your child has any chronic or acute illnesses or needs nursing services while in school
- communicating with the nurse if medication or health needs change
- updating your child's emergency card so the school can always reach you.

Immunizations

According to state law, students must be on an immunization schedule before they may enter school. The Boston Public Schools requires that students must have immunizations that are up-to-date for school entry at the time they *register* for school.

NOTE: If a child has turned 4 years old, he or she must have received the K1/K2 immunizations. However, if the child is only 3

years old at the time of registration, he or she is NOT expected to have received the 4-year-old immunizations.

The following chart outlines the Massachusetts Department of Public Health guidelines for immunization and school entry:

Required Immunizations to Register for School

	K0 (age 3)	K1/K2 (ages 4–5)	Grades 1–6	Grades 7–12
Hepatitis B	3 doses	3 doses	3 doses	3 doses
DtaP/DTP/ DT/Td	≥ 4 doses DTaP/DTP	5 doses DTaP/DTP	≥ 4 doses DTaP/ DTP or ≥ 3 doses Td	4 doses DTaP/DTP or ≥ 3 Td <i>plus</i> 1 Td booster
Polio	≥ 3 doses	4 doses	≥ 3 doses	≥ 3 doses
Hib	1–4 doses	0	0	0
MMR	1 dose	2 measles, 1 mumps, 1 rubella	2 measles, 1 mumps, 1 rubella	2 measles, 1 mumps, 1 rubella
Varicella (chickenpox)	1 dose*	1 dose*	1 dose*	< 13 yrs: 1* ≥ 13 yrs: 2*

*or documentation of disease

For more information, go to: www.mass.gov/dph/cdc/epii/imm/school_req/schoolentry.pdf. Please contact BPS Health Services at 617-635-6788 if you have questions.

The parent must submit a doctor's record stating their child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, German measles (rubella), mumps, and hepatitis B. The record must include the day, month, and year when the immunizations were given.

Varicella (chickenpox) immunization is required if the child has not had chickenpox. A history of having had chicken pox must be verified by a physician letter or immunization record. The record must include the day, month, and year when the immunizations were given.

In addition, we strongly recommend that your child have a Tuberculosis Risk Assessment.

Meningococcal vaccine is not required for school entry. However, the Massachusetts Department of Public Health recommends meningococcal vaccine for children ages 11–12 and for adolescents at high school entry (age 15). School nurses have the document "Meningococcal Disease and Students: Commonly Asked Questions" in the health room, or you may get a copy from your primary care provider.

Documentation of immunizations is extremely important. Parents are responsible for keeping immunizations current and informing the school nurse when their child has received additional immunizations. School nurses review immunization records regularly.

Students whose immunizations are not up-to-date may be excluded from school. If there is a chickenpox outbreak at the school and your child does not have documentation of having had

Immunizations (continued)

either chickenpox or the chickenpox vaccine, the child will not be allowed to go to school. These rules are set by the Mass. Dept. of Public Health and Boston Health Commission.

SPECIAL SITUATIONS. Except in an emergency or epidemic, students may start school if a parent or guardian presents a written statement (1) from a physician that their child has not been immunized for medical reasons, or (2) that the child has not been immunized due to his or her religious beliefs.

Physical Examinations

While parents have final responsibility for their child's health, the school is responsible for the safety and well-being of students while they are in school. Under state law, students new to the school system must present results of a complete physical examination within six months after they enroll.

During the first weeks of school, the school nurse will request results of a recent physical examination. If your child has any booster shots over the summer, be sure to send the nurse an updated health record.

All students must have a physical exam in grades 4, 6, and 9. Students also must have a record of a complete physical exam on file before they may participate in sports.

Keep in mind that many health care providers need at least two weeks to copy records.

Taking Medications in School

In most cases, only the school nurse may administer medication to students in school. However, there are three circumstances when someone other than a nurse may give a student medication:

1. When the student is on a field trip, the nurse may delegate and train another adult to administer the medication(s).
2. Students who are at risk for life-threatening allergic reactions may be administered emergency medication, such as an Epi Pen, by school personnel. The nurse is responsible for training and supervising all individuals involved in giving medication.
3. Some students may administer their own medication, such as an asthma inhaler. To allow this, the parent must contact the school nurse to arrange a Self-Medication Plan.

In order to administer prescription medications, the nurse must have an order from the student's primary care provider and signed parent/guardian's permission. Non-prescription ("over the counter") medications such as Tylenol or Motrin can be given without a doctor's note but do require parental permission. Ask the nurse in your child's school for the permission form. Parents must supply their child's medication, which must be in the

original pharmacy container. Always let the school nurse know if the doctor has changed the medication type or dose.

Health Insurance

Health insurance is available for every child in Massachusetts. If you need more information about insurance and health care, call the Mayor's Health Line, 617-534-5050.

Special Transportation Situations

See page 37, "Special Transportation Situations," for information on transportation services for students with disabilities and with medical or physical conditions that prevent them from walking to school or to a bus stop.

Medical Emergencies

If a student is sick or injured at school, the school will make every effort to reach the parent or the emergency contact person named on the student's emergency card on file in the office. The principal and school nurse will decide what action to take. Most illnesses and injuries that occur during the school day are minor and can be treated by the nurse. If the student's condition is very serious, the principal or other member of the school staff will call for an ambulance. A school employee will stay with the student in the ambulance and will remain at the hospital, preferably until the parent arrives. However, if a parent does not arrive within a reasonable amount of time, the emergency room of the hospital takes responsibility for the student. **It is very important that parents update their children's school emergency cards:**

School-based Health Centers

The Boston Public Health Commission, in collaboration with the Boston Public Schools, Boston Medical Center, and some community health centers, operates health centers in some BPS schools. They are listed on page 30.

Students who attend schools with health centers are encouraged to "walk right in" to the health center for these and other on-site health services:

- screening services
- injury treatment
- nutrition counseling
- mental health counseling
- dental screening
- physical examinations and sports physicals
- health insurance enrollment
- health information

The health centers have a medical provider (a nurse practitioner or a physician assistant), mental health counselor, and a health coordinator. They are available during the school day so students who need health services spend the minimum time away from their classes.

Services for Students: Health Services (continued)

School-based Health Centers

ACC / Boston Community Leadership Academy ★
617-534-2020
bclacademy@bphc.org

Boston Latin Academy ★
latinacademyhs@bphc.org

Brighton High School ★
brightonhs@bphc.org

Burke High School ★
jeremiahburkehs@bphc.org

Charlestown High School ★
charlestownhs@bphc.org

East Boston High School
East Boston Neighborhood Health Center

English High School
Brookside Health Center
617-522-4700

Dorchester Education Complex
Codman Square Health Center
617-825-9660

Gardner Pilot Academy
Joseph Smith Health Center
617-783-0500

Harbor Pilot Middle School
Dorchester Multi-Service Center
617-288-3230

Hyde Park Education Complex
Mattapan Health Center
617-296-0061

Jackson/Mann K–8 School
Joseph Smith Health Center
617-783-0500

Madison Park Technical Vocational High School ★
madisonparkhs@bphc.org

O'Bryant High School ★
johnobryanths@bphc.org

Snowden International School ★
snowdenhs@bphc.org

★ School-based health centers run by the Boston Public Health Commission. For more information, contact:

School Based Health Center Program,
☎ 617-534-5198

schoolhealth@bphc.org

www.bphc.org/programs > Child, Adolescent & Family Health > School Health.

Message to Parents and Guardians of Students in Grade 5 About Sexuality Education Classes

Teaching young people how to stay healthy is a critical educational goal. To that end, the Boston Public Schools is building comprehensive health programming for school children to enhance their capacity to function in school and to live healthy and productive lives. This effort includes providing health education from kindergarten through grade 12 which teaches children about their body systems and helps them to develop healthy attitudes and to build skills that enhance wellness and maintain good health.

The purpose of this message is to inform you about the component which will teach children about healthy sexual growth and development, inform them about HIV and how it can be spread, and teach them refusal, assertiveness, and other communication skills which will help them to refuse to engage in risky behaviors. The lessons will include information about human sexuality. All students' questions will be answered in a factual way. Each child's privacy and personal values will be respected.

The goal of this program is to teach every student to develop sensible lifelong health habits and to take responsibility for his/her own health. It is important to teach this information early in a child's life because it lays the groundwork for the development of healthy life habits.

The following topics may be included in the lessons:

- Adolescent growth and development, including the changes of puberty;

- How communicable diseases (including HIV/AIDS) are spread and how to prevent their spread;
- Behaviors which pose risks to good health;
- Responsible decision making;
- Resisting negative peer pressure;
- Refusal, assertiveness, and communication skills (ways to say "no" to risky behaviors);
- Respecting the right to privacy of self and others;
- Setting limits on physical affection.

Parents can and should have a strong influence on their children's health decisions. The Boston Public Schools Office of Special Education and Related Services conducts parent workshops that can help you talk to your child about sensitive health issues. Please contact your child's school or the HIV/Sexuality Education office (617-635-8030) if you would like more information.

Basically, two curricula will be used: *The Great Body Shop* and *Postponing Sexual Involvement for Preteens*. We would like you to see the materials and the curricula. You may arrange to do this at your child's school. If you decide that you DO NOT wish to have your child participate in this education, please write to the principal of your child's school to let him/her know of your decision. If needed, exemption forms are available for your signature at your child's school. Students who are exempted will not be penalized academically. Your decision will be honored.

Sexuality Education Classes

Schools are required by law to notify parents about any classes that will be held on human sexual education or sexual issues. The notice must tell the parent how he or she can review the content and materials of the classes. These notices appear on this page and page 30.

While parents do not have to give permission for their children to take sex education classes, parents do have the right to exempt their children from such classes. To do this, write a note to the principal or headmaster saying you don't want your child to participate in sex education classes, or visit the school office.

The School Health Council

The School Health Council is a group of community members, parents, students, and school officials working together to promote healthy behaviors and lifestyles for all students. The council meets five times during the school year. Meetings are open to all. For more information about the meeting schedule or to learn how you can participate, call Boston Public Schools Health Services, 617-635-6788.

Message to Parents and Guardians of Students in Grades 6–12

About Sexuality Education Classes

The Boston Public Schools' human sexuality education program, including HIV/AIDS (Acquired Immune Deficiency Syndrome) and sexually transmitted infection prevention, will continue this year as it has in the past. Human Immunodeficiency Virus (HIV) infection, which causes AIDS, is a disease which most often strikes young men and women in the peak of their lives. Many teenagers are at high risk for acquiring HIV and other sexually transmitted infections. Therefore, students need to know which behaviors place them at higher risk.

The schools are protecting your children's health by providing students in grades 6–12 with basic information about the nature of HIV disease, how it is spread, and how to prevent infection. Our program stresses that not having sex and not abusing injectable drugs are the only sure way to prevent this disease. Education is the best way to help stop the spread of this disease. Our program teaches all methods of prevention. In addition, we are interested in teaching about adolescent pregnancy prevention. During this education, all students' questions will be answered in a factual way.

You are encouraged to teach your children about healthy sexuality. This information would include HIV/AIDS, sexually transmitted disease, and pregnancy prevention. As in the past, we are continuing to provide workshops for parents. You may contact your child's school to take part in specially designed parent workshops on important adolescent health issues. You are also welcome and encouraged to review all the

teaching materials used in this educational program. Contact your child's principal/headmaster to arrange a review of the materials.

In a number of middle schools and high schools, we may ask students to complete surveys about youth risk behavior and other related topics to help determine the need for and effectiveness of health education programming. We need to know whether what we teach is making a difference in student behaviors. If you have any questions about these surveys, you may contact the principal/headmaster of your child's school for more information.

We believe that taking part in this educational program is very important. However, if you DO NOT want your son/daughter to participate in the human sexuality and HIV/AIDS prevention programs or associated surveys, please write to the principal of your child's school to let him/her know of your decision. If needed, exemption forms are available for your signature at your child's school. Students who are exempted will not be penalized academically. Your decision will be honored.

Thank you for your cooperation with this important educational program. We look forward to working with you to insure continued, expanded AIDS and sexuality education efforts in our schools. The time to prevent the spread of HIV/AIDS in our city's youth is NOW.

Services for Students: Food and Nutrition Services

The Boston Public Schools (BPS) offers nutritious breakfast and lunch to all students in kindergarten through high school and in alternative education programs. Under the National Nutrition Act, we serve meals at low cost or no cost, determined by family income. After school hours, we supply snacks on request. During the summer months, we supply breakfast and lunch to sites across the city.

Meal applications are distributed in the schools every September. Every family must complete and return the meal application. Please do this right away!

NOTE: Some families are directly certified through the Department of Transitional Assistance to receive free meal benefits. The BPS mails out letters several times each year informing parents of this benefit. Students who are directly certified do not have to fill out a free meal application.

After processing the applications, we send a letter to each household, via the school, which notifies the student if he or she is eligible for free, reduced-price, or full-price meals. During the first 30 days of school, students receive meals based on their previous year's eligibility status. After 30 days, a student's status is determined by the current meal application. If a parent disagrees with the eligibility determination, there is a procedure to dispute the determination. The steps to do this are outlined on the application.



SNACK FOOD AND BEVERAGE POLICY

In response to growing concerns about childhood overweight and obesity, as well as other diet-related diseases, the Boston Public Schools has a policy regarding the sale of snack foods and drinks in schools. This policy covers “à la carte” items sold in school cafeterias, student stores, hallways, vending machines, and on school grounds.



In general, only snack foods and drinks that are low in fat and sugar will be available. Portion sizes of many snack foods (such as cookies and chips) are limited. **Schools will not sell soft drinks, fruit drinks with minimal nutritional value, or sports drinks.**

The Boston Public Schools encourages parents to review suggestions for healthy nutrition at their child's school.

Here's another good reason to complete the application: More participation in the free and reduced meals program qualifies the City of Boston to get more federal funding for computer improvements in schools and public libraries!

What if your child forgets her breakfast or lunch? BPS policy says that “no child will go hungry.” Alternative meals are available to students not eligible for free meals. For children with special restrictions, such as food intolerance, allergies, and religious belief, the school can provide alternate meals. Please call Food and Nutrition Services to request this service.

School breakfast and lunch menus and meal prices are posted on the BPS website: bostonpublicschools.org/schools, click “School Meals.”

Nutrition education is an important part of our food services. Nutrition educators teach students at all grade levels about healthy eating habits. They also offer workshops to administrators, teachers, parents, and food service employees.

For more information

- Food and Nutrition Services 617-635-9144

Boston Public Schools

Parent & Student Agreement 2010–2011

IMPORTANT!

Please read pages 34–36 very carefully.
The FORMS and RELEASES on these pages
are LEGAL DOCUMENTS.

Parents and students should sign each
section as required.

HIGH SCHOOL STUDENTS: If you don't want
your name released to military and/or
college recruiters, you must check and sign
the top of page 36. Your parent does not
need to sign this section.

Carefully remove this sheet from the
booklet and return it to the school by
FRIDAY, SEPTEMBER 24, 2010.

Thank you!

PLEASE REMOVE THIS SECTION FROM THE BOOK, SIGN IT, AND RETURN IT TO THE SCHOOL.

Boston Public Schools Parent & Student Agreement

Please read pages 34–36 carefully. Complete all information requested. Sign where requested in the shaded areas on all pages, and carefully remove the pages from the book. Do not separate them. Please return this agreement to the school on or before September 24, 2010. Your signature after each section indicates agreement to the entire section. If you do not agree to a specific part of this Agreement, please cross it out. If you have questions or need help understanding the Agreement, call the principal or headmaster.

Name of Student (PLEASE PRINT) _____

BPS Student Number (if known) _____

Name of Parent (PLEASE PRINT) _____

School _____ Grade _____ Homeroom _____

1. We have received a copy of the *Guide to the Boston Public Schools for Families and Students* and the School-Based Rules for the school my child attends.
2. We understand that the Guide contains important information on home-school partnership, the Promotion Policy, school attendance, the Code of Conduct, the Boston residency requirement, the policy on student use of the Internet, discrimination laws, student records, the care and return of textbooks and library books, and other school rules and policies.
3. We understand that the School-Based Rules have been approved by the school's School Site Council, and that students who violate them may lose certain privileges.
4. We agree to work with school staff to be sure my child attends school every day (except for excused absences) and completes homework.
5. We have read the summary of the Code of Conduct and the School-Based Rules on pages 42–44 of this Guide. We have discussed the Code of Conduct and the School-Based Rules. We agree to work with school staff to make sure that my child follows the Code of Conduct and School-Based Rules.

Parent Signature _____ Date _____

Student Signature _____ Date _____

Declaration of Boston Residency

I, the parent or legal guardian of the student named above, declare that the student is a legal resident of the City of Boston. I agree to notify the Boston Public Schools of any change in residence during the school year. I understand that students found to be in violation of the Residency Policy will be dismissed immediately from the Boston Public Schools and may be subject to penalties such as legal action, a fine based on the cost of educational services received, and the withholding of certain scholarships and prizes.

Parent Signature _____ Date _____

STUDENTS AGE 18 OR OVER: I declare that I am a legal resident of the City of Boston. I agree to notify the Boston Public Schools of any change in my residence during the school year. I understand the consequences (set forth above) if I am found to be in violation of the Residency Policy.

Student Signature (age 18 or over) _____ Date _____

Boston Public Schools Parent & Student Agreement

Media Appearances

I give permission for Boston Public Schools to record, film, photograph, interview and/or publicly exhibit, distribute, or publish in print and in electronic media my son/daughter's name, appearance, spoken words and works during the 2010–2011 school year, whether undertaken by school staff, students, or anyone outside the school, including the media. I agree that Boston Public Schools may use, or allow others to use, those works without limitation or compensation. I release my child's school and Boston Public Schools staff from any claims arising out of my child's appearance or participation in these works.

Parent Signature _____ Date _____

Student Signature (age 18 or over) _____ Date _____

Acceptable Use Policy for Networks, Including the Internet

As the parent or guardian of this student, I have read the Acceptable Use Policy on page 45 of this *Guide to the Boston Public Schools* and have discussed it with my child. I understand that computer access is provided in Boston Public Schools for educational purposes in keeping with the academic goals of BPS, and that student use for any other purpose is inappropriate. I recognize that it is impossible for BPS to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school. I hereby give permission for my child to use computer resources at Boston Public Schools.

Parent Signature _____ Date _____

STUDENTS MUST SIGN THE STATEMENT BELOW REGARDING INTERNET USE:

As a Boston Public School student, I understand that the use of the school network and e-mail is a privilege, not a right. I understand that my school network and e-mail accounts are owned by the BPS and are not private. BPS has the right to access my information at any time. I understand that BPS administrators will decide what conduct is inappropriate use if such conduct is not specified in this agreement. I will use computers in a manner that complies with laws of the United States and the Commonwealth of Massachusetts. I understand that I am to notify an adult immediately if I encounter material that violates appropriate use.

I understand and will abide by the Acceptable Use Policy on page 45 of this *Guide to the Boston Public Schools*. I will use BPS technology resources productively and responsibly for school-related purposes. I will not use any technology resource in such a way that would disrupt the activities of other users. I understand that consequences of my actions could include possible loss of computer privileges and/or school disciplinary action as stated in the Code of Conduct and/or prosecution under state and federal law.

Student Signature (age 5 and older) _____ Date _____

Release of Student Information

The Boston Public Schools releases the following information without parent consent: student's name, date of birth, neighborhood of residence, class or grade, dates of attendance, participation in officially recognized activities, membership on athletic teams, degrees, honors and awards, and post-high school plans. If you do not want this information released without your consent, check the box below and sign:

☐ DO NOT release the information listed above without my consent.

Parent Signature _____ Date _____

Student Signature (age 18 or older) _____ Date _____

PLEASE REMOVE THIS SECTION FROM THE BOOK, SIGN IT, AND RETURN IT TO THE SCHOOL.

Boston Public Schools Parent & Student Agreement

Release of Information to Charter Schools

As required by the Massachusetts Education Reform Law, public school districts must give charter schools the names and addresses of their students for recruiting purposes. If you DO NOT want this information released, please check the box and sign below:

☐ DO NOT release information to CHARTER SCHOOLS.

Parent Signature _____ Date _____

Release of Information to Military and Higher Education Recruiters

Under the federal *No Child Left Behind* Act, public school districts must release the names, addresses, and telephone numbers of **SECONDARY SCHOOL (HIGH SCHOOL) STUDENTS** to U.S. military and higher education recruiters. The **student OR parent** has the right to request in writing that this information NOT be released. If you DO NOT want this information released, please check one or both boxes and sign below:

☐ DO NOT release information to MILITARY RECRUITERS.

☐ DO NOT release information to HIGHER EDUCATION RECRUITERS.

Student OR Parent Signature _____ Date _____

Important Medical Information

I have read pages 28–29 of this Guide and understand the procedures that the school will follow if my child needs medical treatment and/or takes medications while in school. I understand that it is extremely important for the school to be able to reach me in case there is a medical emergency.

Phone numbers to reach me in an emergency: (1) _____ (2) _____

My child has the following health problems and/or allergies of which the school should be aware:

Health problems: _____

Allergies: _____

Additional information of which the school should be aware concerning my child's health: _____

I authorize the release of the information given above to other school staff in order to coordinate services for my child.

Parent Signature _____ Date _____

Services for Students: Transportation

Students are eligible for transportation if they live more than:

- 1 mile from their elementary school
- 1½ miles from their middle school (includes grades 6–8 attending K–8 schools)
- 2 miles from their high school.

When we notify you about your child's school assignment, we also will tell you if your child is eligible for transportation. In late August, if your child is eligible, we will send a notice with the bus stop location, time of pick-up and drop-off, and bus numbers.

Kindergarten and elementary school students who ride yellow buses are picked up and dropped off at a corner stop near home. Bus service for eligible middle and high school students may be by yellow school bus, MBTA service, or a combination of both. Monthly MBTA passes are provided free of charge to eligible students at their assigned school.

Please note that bus drivers will drop off students, including kindergartners, at the bus stop even when the parent is not there.

Special Transportation Situations

We provide transportation service for students with disabilities in accordance with their Individualized Education Program (IEP) or Section 504 Plan. Some students receive door-to-door service. Other students with disabilities are picked up and dropped off at a corner near home, receive an MBTA pass, or walk to school.

Some students may have medical or physical conditions that prevent them from walking to school or to the corner bus stop. In these *rare* cases, the Boston Public Schools (BPS) may provide door-to-door medical transportation. In order to be considered for this special service, your child's doctor must complete an Individualized Collaborative Health Plan. You can obtain this form from the school nurse. Please return the form to the nurse, who will determine if your child's medical condition meets eligibility guidelines established by the BPS Medical Director. If your child does not meet the guidelines, the nurse will contact you.

Private Transportation Services

Some families arrange to have their children driven to and from school by a private transportation service or individual. For safety reasons, the school will not release a student to anyone other than the custodial parent or guardian without the parent's written permission. If you are arranging private transportation for your child, be sure to sign a release form. You can get it from the school or on the BPS website: www.bostonpublicschools.org/node/190. It is Superintendent's Circular SAF-8. This form releases the BPS from any liability if there is a problem with the private service.

Behavior on the Bus

The BPS considers the school bus to be "an extension of the classroom." That means we have the same standards of behavior on the school bus (or on the MBTA going to and from school) as we do in school. For example, students should remain in their seats; and they should not hang out of windows, push or fight with other students, throw things, or try to distract the driver.

Students who violate School-Based Rules or the Code of Conduct while on the bus may be disciplined, referred to the Bus Safety Program at the BPS Counseling & Intervention Center, and/or denied transportation. Some school buses may be equipped with video cameras. The video tapes may be used as evidence in disciplining students who misbehave on the bus. (See page 42, "Denial of Transportation.")

ALTERNATIVE TRANSPORTATION

Parents may request a bus stop near their child's before- or after-school program or day care location, with certain restrictions:

1. The requested stop must be on one of the school's regular bus routes; and
2. There must be a seat available on the bus.

Parents should be aware that the BPS does not guarantee that the request for an alternative stop will be granted. We process alternative stop requests in the order they are received. Please note that requests received in late August and September may take several weeks to process. The earlier you submit your request, the better your chance for approval.

You may submit your request directly to the Transportation Department or to the principal of your child's school, who will forward it to Transportation. During the summer, please submit your request to:

Transportation Department
Boston Public Schools
26 Court Street, 4th floor
Boston, MA 02108

For more information and an application:

- ▶ Call your principal
- ▶ Visit www.bostonpublicschools.org/transportation
- ▶ Call the Transportation Department, 617-635-9520.

Transportation Questions & Answers

If I move during the school year, how do I change my child's bus stop?

First, go to any Family Resource Center with required proofs of residency (see page 46) and fill out a “change of address” form. The BPS Transportation Department cannot process your change of address. After you have changed your address at the FRC, the Transportation Department will assign your child to a new bus stop if he or she is eligible for transportation. If you move out of your assignment zone, your child can stay in the same school—but he or she will not be eligible for any transportation services.

My child transferred to another school. How do I change the bus stop?

The BPS will automatically assign a new bus stop if your child is eligible for transportation.

If the bus is late, will my child be marked tardy?

No. Students are not marked “tardy” if their school bus arrives at school late.

Do buses have radios or phones so the driver can be contacted or call for help?

Yes, all buses have two-way radios. They also are equipped with GPS (Global Positioning System) which helps the BPS Transportation Department to locate vehicles in case there is an emergency.

My child is assigned to a bus, but I plan to drive her to school every day. Should I tell anyone?

Please notify the Transportation Department in writing. You can give the letter to the principal or mail it to:

Transportation Department
Boston Public Schools
26 Court St., Boston, MA 02108

If you change your mind and want your child to take the bus, we can usually re-start service within a week.

Whom should I call if my child is having a problem with the driver or with another student on the bus?

Always tell the principal first. If the principal can't solve the problem, contact the Transportation Department, 617-635-9520.

If I think my child's bus stop is unsafe or too far from my house, what can I do?

First, check with your child's school to be sure the address on your child's record is correct. When assigning bus stops, the Transportation Department considers student safety and

operating the most efficient routes possible. In most cases, school bus stops are located within $\frac{1}{4}$ mile of a student's home. If you think the BPS has made a mistake in the placement of your child's bus stop, contact the Transportation Department. They will review the stop and may make an adjustment. *But please note that many students who do not receive transportation often walk up to a mile to their school.*

Do school buses have monitors?

Due to a limited budget, most buses do not have monitors. However, principals may request funding for monitors in special circumstances.

What responsibilities does the bus driver have while transporting children?

The driver is responsible for delivering students to and from school safely and on time. Responsibilities include: operation of the vehicle; supervision of boarding and discharge; supervision of students while riding the bus; reporting safety and behavior incidents to the principal; and (if applicable) being sure that seat belts, child restraint systems, or wheelchair securement systems are in place.

Is the driver allowed to leave small children at a bus stop if no adult is there to meet the child?

Yes. The parent is responsible for being sure someone meets the child every day. If a student seems afraid or unwilling to be left at the stop, the driver will keep the student on the vehicle and continue on the route until a parent can be contacted. Parents should make sure their children are familiar with the surroundings at their bus stop and know the safest route to walk home if no one is there to meet them.

How many students are allowed on each bus?

This varies according to the size of the bus. Full-size buses can take up to 71 elementary school students. Passengers are not allowed to stand.

Do school buses have seat belts?

Full-size school buses do not require seat belts. All BPS school buses meet all federal and state safety standards.

For more information on Transportation Services

- Transportation Department 617-635-9520
- www.bostonpublicschools.org/transportation

BPS Policies:

Student Safety and Emergencies

Nothing is more important to us than keeping our students safe. Here are some of our policies to protect your children.

Lost and Missing Children

Very rarely, a child may leave home in the morning but not arrive at school, or may leave school but not return home. If your child is lost or missing, call the school first. If no one answers, call “911.” Also call School Safety Services, 617-635-8000. School Safety officers will work with the Boston Police (and the BPS Transportation Department if your child receives transportation service) and will keep you informed until your child is found.

Medical Emergencies

See page 29 for BPS policy on handling medical emergencies that occur at school and during school-sponsored activities.

Release of Students to Adults Other than the Parent

Schools will not allow anyone other than a child’s custodial parents/guardians to take the child away from school. If you want a relative, friend, or care provider to pick up your child at school, you must give written permission or call the school. If you call, the principal must verify that it was the parent/guardian making the call. The individual must show identification before the school will release the student.

If you want to have a private transportation service take your child to or from school, you must fill out and sign a form, “Parent Permission to Release Students to Authorized Persons.” You can get it from the school office or on the BPS website. The BPS is not responsible for accidents or injuries to students who use non-BPS transportation.

When a Child Isn’t Picked Up at School

The school principal or a responsible staff person knows which students take the bus, which students are allowed to walk home by themselves, and which students are picked up regularly by a parent or another adult.

The principal is responsible for making sure all children get home safely. When a child isn’t picked up at school, the principal will try to reach the parent or emergency contact person. If the

principal can’t reach any family member or responsible adult by 5:00 p.m., the BPS may transport the child to the Mary Lyon School in Brighton, which stays open late. After 5:00 p.m., BPS staff may contact the Massachusetts Department of Children & Families (DCF) to take custody of the child.

When a student is repeatedly not picked up at school, the principal will file a 51A (see “Child Abuse and Neglect” on this page).

Safety Transfers

It is sometimes necessary to change a student’s school assignment to ensure a safe and secure learning environment for that student. Under the federal No Child Left Behind Law:

- Students who are victims of a serious physical, emotional, and/or electronically transmitted assault, or who are victims of a violent criminal offense while on school property, on school buses, or at school-sponsored activities, are eligible for a safety transfer to another school.
- Students attending a school designated as “unsafe or persistently dangerous” by the Mass. Dept. of Elementary & Secondary Education may transfer to a safe school. (See page 60.) At the time this Guide was printed, no Boston public school had this designation.

To request a safety transfer, the parent/guardian must complete and sign the “Safety Transfer Request Form” and submit it to the headmaster, principal, or program director for review and recommendation. Contact the headmaster or principal for more information.

Child Abuse and Neglect

If school staff suspect that a student is being abused or neglected, they are required by law (M.G.L. Chapter 119, Section 51A) and BPS policy to report it to the Mass. Department of Children & Families (DCF). All reports are strictly confidential. DCF maintains a 24-hour Hotline: 1-800-792-5200.

The BPS policy also gives procedures for how schools will respond to reports of child abuse or neglect, including cooperating with DCF investigations.

The BPS Child Abuse and Neglect Policy is available on the BPS website.

Whole-School or Community Emergencies

Each Boston public school has a plan for action in case of a disaster or community emergency. The school’s emergency preparedness plan is designed for the individual characteristics of that school.

► READ SUPERINTENDENT’S CIRCULARS TO LEARN MORE

www.bostonpublicschools.org/node/190

- SAF-8 Parent Permission to Release Students to Authorized Persons
SSS-17 Child Abuse and Neglect

BPS Policies: Student Safety and Emergencies (continued)

It is important for parents and guardians to be aware that there is a plan for each of their children's schools, particularly the plan for reuniting parents with their children if the school is in containment or has to be evacuated.

School Containment

Occasionally, with the cooperation of the Boston Police Department, we ask schools to increase their level of security because of a possible disturbance in the neighborhood. This proactive measure is called **containment**.

When this happens, it simply means that visitors are not allowed into the building, students and staff are not allowed to leave, and existing security measures are reinforced. Teaching and learning continues in classrooms without interruption when we activate these extra security measures. We want to assure our BPS families that the safety of our students and staff is our highest priority at all times. So everyone in the school is familiar with the procedure, we practice containment drills in every school.

If you have any questions about these procedures, please contact the principal or headmaster of your child's school.

If There Is an Emergency:

Call **911** and/or one of these BPS numbers:

- ▶ School Safety 617-635-8000
- ▶ Transportation 617-635-9520

Keep Your Child's Emergency Information Up to Date!

Be sure the school has **CURRENT** information!

- ☒ **Parent/guardian's home, work, and cellular telephone numbers**
- ☒ **Current address**
- ☒ **An emergency contact person with current phone number and address (if the parent can't be reached)**
- ☒ **Health insurance information**

Call the school right away if there are any changes!

Environmental Safety and Health in School Buildings

School buildings need to be healthy and have good air quality in order to be 'homes' for successful learning.

Every Boston Public Schools building is required under federal and state regulations or Boston Public School policy to have the following information available in the school's main administrative office:

- **Asbestos Management Plan**, also known as the AHERA (Asbestos Hazard Emergency Response Act) Plan which includes BPS standard procedures and a building survey.
- **State-registered indoor and outdoor Integrated Pest Management (IPM) Plan**. Schools must keep a log of any pest problems and must use the least toxic methods allowed by law to get rid of any pests.
- **Annual School Facility Inspection**: Each year, every school has an environmental inspection that documents conditions like pests, leaks, mold, and needed repairs. You can request the report from the school principal or find it at

www.bostonpublicschools.org > Schools. Click the school name, then School Facility Environmental Report.

Green Cleaners. All Boston schools are now cleaned with healthier cleaners. Cleaning products brought from home are not allowed.

School Wellness. Families can promote school wellness by knowing about their child's school building conditions. Notify the school nurse if your child has asthma or allergies that could be affected by environmental triggers such as mold, dust, pests, or strong fumes, and make sure the nurse has your child's Asthma Action Plan from your health care provider.

Contact the school office with any complaints about the health and safety of school facilities.

For more information

- ▶ BPS Facilities Management – Environmental Section 617-635-8300

BPS Policies:

Non-Discrimination and Civil Rights

Equal education opportunity and non-discrimination laws protect the rights of students to participate in all activities pertaining to their education. The law in Massachusetts states:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, disability, sexual orientation, genetics or military status.

Below you will find a brief description of various anti-discrimination policies of the Boston Public Schools (BPS). For a complete copy of any of these policies:

- call the BPS Office of Equity, 617-635-9650
- call the school principal or headmaster
- visit the BPS website

You also may contact the Office of Equity if you have any questions or think that your child has been discriminated against or harassed in the Boston Public Schools.

► READ SUPERINTENDENT'S CIRCULARS TO LEARN MORE

www.bostonpublicschools.org/node/190

The number of the related Superintendent's Circular appears after each policy summary.

- **Students and staff who violate any of these policies are subject to discipline, up to and including expulsion (for students) or dismissal (for staff).**

Non-Discrimination and Zero Tolerance Policy

This policy states that the BPS is committed to maintaining an educational environment where bigotry and intolerance, including discrimination on the basis of race, color, national origin, sex, sexual orientation, religious beliefs, disability, or age have no place; and where any form of coercion or harassment that insults the dignity of others and creates an intimidating, threatening, or abusive educational environment is unacceptable. ►EQT-04

Racial or Ethnic Discrimination/Harassment of Students

This policy prohibits the discrimination or harassment of students, including treating students differently, using insulting language or actions that create an intimidating, threatening, or abusive educational environment, or refusing to let a student participate in an activity because of his/her race, color, ethnicity or national origin. ►LGL-05

Policy on Sexual Assault

This policy states that sexual assault will not be tolerated, whether committed by staff, students, or third parties; and

retaliation against a person who reports such assault or cooperates in an investigation also will not be tolerated. This policy also sets forth procedures for students to report a sexual assault. ►LGL-13

Policy on Sexual Harassment Against Students (including Peer Harassment)

This policy states that sexual harassment in any form will not be tolerated on school grounds, at school-sponsored events or activities, or while traveling to and from school or school-sponsored events or activities. It includes a definition and descriptions of sexual harassment and the procedure for filing a complaint, among other things. ►EQT-06

Protection of Students Against Discrimination Based on Sexual Orientation

This policy addresses School Department efforts to ensure equity and to protect all students, including gay, lesbian, bisexual, and transgendered students, from violence, harassment, and discrimination. ►LGL-11

Non-Discrimination Against Students with Disabilities

The BPS is committed to a policy of non-discrimination against qualified students with disabilities, in accordance with Section 504 of the *Rehabilitation Act of 1973*, the *Americans with Disabilities Act of 1990* and the *Massachusetts Anti-Discrimination Law* (M.G.L. 151B). Qualified students with a disability may not be excluded from, denied the benefits of, or denied access to any program or activity based solely on their disability.

Hazing Policy

This policy addresses hazing (a crime in Massachusetts), which is any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. The policy includes a discussion of a person's legal obligation to report to law enforcement authorities if he or she knows that someone is a hazing victim or is at the scene of such a crime. ►LGL-01

Procedures for Student Grievances of Discrimination

This policy addresses how to file complaints regarding alleged discrimination based on race, color, national origin, sex, religion, age, sexual orientation, genetics, military status and disability. ►EQT-03

For More Information on Discrimination and Civil Rights Issues

- Kimberley J. Williams, Senior Officer of Equity,
Title IX and 504 Coordinator 617-635-9650

BPS Policies: The Code of Conduct

Students need a safe and orderly environment in which to learn. To ensure this, all Boston public schools follow the **BPS Code of Conduct**. At each school, teachers and parents also develop and follow **School-Based Rules**. A summary of the Code of Conduct follows in the next few pages of this Guide. You should receive a copy of the School-Based Rules for your child's school along with the Guide. They are both very important.

School-Based Rules

Each school has its own rules—known as “School-Based Rules”—that its students are expected to follow. In one middle school, for example, students may be asked to file quietly and in line to their next class. In another middle school, students might be allowed to walk to class in small groups.

If a student breaks one or more of the School-Based Rules, he or she may be disciplined. The principal might ask the student to sign a contract to change his or her behavior, or keep the student after school for detention.

School-Based Rules are written by a committee of administrators, teachers, and parents at each school and are reviewed each spring by the School Site Council. In middle and high schools, students are also on the committee. School-Based Rules should be posted in every classroom and sent home with students every September.

The BPS Code of Conduct

In addition to following its own School-Based Rules, every school must also follow the Boston Public Schools Code of Conduct. The Code lists rules that *all* students are expected to follow.

A student who violates the Code of Conduct may be suspended and/or expelled from school. For example, a student may be expelled for possession of a dangerous weapon, possession of a controlled substance, or assault on school staff. Expulsion is a serious matter and it is important that students—especially older students—understand that their actions may have serious consequences.

School-Based Rules and the Code of Conduct apply to the behavior of students while they are in school, at school-sponsored activities, and on their way to and from school (on the school bus, at the bus stop, on the MBTA, and walking).

Don't Miss Out on School Privileges!

Students have the opportunity to participate in many special school functions and activities, such as field trips, celebrations, performances, class days, proms, and graduation ceremonies, among others. Participation in such activities is a privilege to be earned—not a “right.” By violating school rules or the Code of Conduct, or by engaging in unlawful activities outside of school, a student may lose these privileges. The principal or headmaster has the authority to limit or deny a student's participation in such special functions and activities.

Denial of Transportation

If a student endangers his or her own safety or the safety of others while on a school bus, the principal or headmaster may deny school-provided transportation to the student. Some buses are equipped with video cameras. The principal or headmaster may use the video tape as evidence of a student's misbehavior. Transportation may be denied for up to three days without a hearing. Denial of transportation for four or more days in a row, or more than six days in a marking period, requires a hearing. In all cases, the principal or headmaster must inform the parent before keeping the student off the bus. The student

FROM THE FOREWORD TO THE BOSTON PUBLIC SCHOOLS CODE OF CONDUCT

It is the firm conviction of the Boston Public Schools that good school discipline promotes equal educational opportunity and a safe and effective educational environment. . .

Every school should provide a learning environment that encourages academic excellence, free exchange of ideas, and maximum personal growth. While at school, students keep their constitutional rights: for example, the rights to due process, freedom of expression, orderly assembly, privacy of person, and freedom from discrimination. Students also have the responsibility not to disrupt the educational process or impose upon, endanger, or deprive others of their rights to an education.

It is the policy of the Boston Public Schools to try to resolve disciplinary problems by every means short of exclusion from school. Fair and reasonable procedures will be followed to assure students of their rights. . .

In turn, students must recognize that, to maintain an atmosphere conducive to learning, it is necessary for school officials to exercise reasonable authority.

The School Committee and the administration expect all persons connected with the schools to demonstrate respect for the rights of others; and they expect all involved in teaching and learning to fully accept and discharge their responsibilities toward others and toward the school system.

Code of Conduct (continued)

is expected to come to school on the days when he or she is not allowed on the bus unless the student also has been suspended from school.

Suspension

Suspension is not being allowed to attend school for a limited number of school days. For a student 15 years old or younger, the suspension can be up to six school days in a row. For a student 16 years old or older, the suspension can be up to 10 consecutive school days.

The Suspension Process. Before a principal or headmaster can suspend a student, he or she must hold a hearing at the school and invite the student and the student's parent/guardian. At the hearing, the principal or headmaster hears the evidence and decides whether the student should be suspended. If the student and the parent/guardian disagree with the suspension, they may appeal the decision to the Superintendent's Hearing Officer within 10 school days.

In some instances, a student may be suspended *before* a hearing. This **emergency suspension** can be imposed only when a student is disruptive after a serious incident, and only for the rest of that school day. Before an emergency suspension, the principal or headmaster must try to notify the parent. A hearing must be held at a later date.

Expulsion

Expulsion is not being allowed to attend school for at least 11 school days and up to one full calendar year. The principal or headmaster may recommend that a student be expelled only in the most serious cases.

Students who have been expelled from other school districts for possession of a dangerous weapon or controlled substance, assault on school staff, or conviction of a felony may not enroll in the Boston Public Schools. If the BPS finds out that a student has been expelled from his or her previous school for any of these reasons, the student will be discharged from the BPS.

The Expulsion Process, Step by Step

1. In some cases, when a student commits an expellable offense, the principal or headmaster may order an emergency suspension for safety reasons.
2. Next, in most cases, the principal/headmaster or another administrator holds a suspension hearing and suspends the student. The purpose of the suspension is to remove the student from school while the principal/headmaster prepares for the possible expulsion hearing. Therefore, a suspension hearing does not need to take place if the student is already out of school for legal or medical reasons.
3. During the suspension, the principal/headmaster begins procedures to hold a formal expulsion hearing. He or she also schedules the student for assignment to the BPS

Offenses for Which Students May Be Suspended or Expelled

The Code of Conduct says a student WILL be expelled for possession of any firearm.

The Code of Conduct says a student MAY be suspended or expelled for serious offenses, including but not limited to:

- assault and battery on school staff or another person. This means harming, attempting to harm, or threatening to harm another person, with or without a weapon or dangerous object.
- using a dangerous weapon or object of no reasonable use in a threatening manner
- sexual assault
- possessing, selling or distributing a controlled substance (including illegal drugs), alcohol, or any kind of intoxicant
- endangering the physical safety or mental health of another by the use of force or threats of force. This offense includes hazing, graffiti, and threats communicated by any means: written, spoken, or electronic.
- bullying and cyberbullying: the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at a victim that causes or threatens to cause physical or emotional harm to the victim and creates a hostile school environment for the victim
- "sexting": sharing or sending sexually explicit messages or photos electronically
- bringing a weapon to school
- threatening another person with a mock gun or a dangerous object
- setting or attempting to set a fire
- damaging or stealing private or school property
- making a bomb threat or pulling/reporting a false fire alarm
- violating the civil rights of others
- sexually harassing another person
- using racial or ethnic slurs or obscene language
- breaking the rules for acceptable use of e-mail and the Internet
- disrupting school or classroom activity, including unauthorized use of cell phones
- being in an area of the school building that is off limits to students
- refusing to identify himself or herself
- tampering with school records
- leaving the school without permission or cutting classes excessively
- failing to attend or to consistently attend the BPS Counseling & Intervention Center without a reasonable excuse; or violating Section 7 of the Code of Conduct while attending the Center.

In certain circumstances, a student may be indefinitely suspended or expelled for conduct unrelated to school or school activities, such as when the student is charged with or convicted of a felony and the principal or headmaster determines the student's continued presence would disrupt the school.

NOTE: The list above is meant as a guide only. Please refer to the Code of Conduct, Section 7, for a complete list of offenses and penalties.

Code of Conduct *(continued)*

Counseling and Intervention Center (described below).

The parent must receive notice of the expulsion hearing in writing, in the language of the home. If the parent is not able to attend, he or she may request one postponement.

4. At the expulsion hearing, the principal or headmaster listens to witnesses and examines the evidence. The student or parent/guardian may bring an advocate or lawyer to the hearing. If needed, the school will provide an interpreter for parents who have limited English-speaking skills. The school must make an audio tape of the hearing and make the tape available to the parent or student upon request.
5. Following the hearing, the principal or headmaster sends the written recommendation to the appropriate Academic Superintendent for review of due process. If the principal or headmaster decides to expel a student, the student and parent/guardian must be notified in writing.

Appealing an Expulsion. If the student and the parent/guardian disagree with the expulsion, they may appeal the decision to the superintendent, or someone named by the superintendent, within 10 school days. They may also ask the superintendent to review the case after 90 school days.

After the Expulsion Period. When a student's period of expulsion has ended, the parent/guardian (or student age 18 or older) must go to one of the Family Resource Centers and re-enroll the student in the Boston Public Schools. The student will not be reassigned to the school from which he or she was expelled unless the principal or headmaster has recommended this at the time of the expulsion.

Disciplinary Transfers

The principal may recommend assigning a disruptive elementary school student to another school.

Disruptive middle school and high school students may be assigned *only* to alternative programs for disruptive students. This assignment will be in effect until the end of the school year. Then, the principal or headmaster, parent, and director of the alternative program will decide if the student will (1) return to the former school, (2) transfer to another school, or (3) stay in the alternative program.

The Counseling & Intervention Center

The BPS Counseling & Intervention Center in Roslindale is for students who bring a weapon to school or who are awaiting an expulsion hearing.

The Counseling & Intervention Center teaches alternatives to violence and the importance of following the rules. A student is assigned to the Counseling & Intervention Center for a certain number of days. Those who don't attend the Counseling & Intervention Center as assigned are expelled automatically.

Corporal Punishment

Under state law and School Committee policy, school staff may not punish a student by hitting, pushing, or any use of physical force. School staff may use reasonable physical force to restrain a student *only* if (1) non-physical intervention would be ineffective or has been ineffective, and/or (2) they believe the student's actions may result in physical injury to the student or other people. Any school employee who uses unreasonable force will be subject to discipline.

Students with Disabilities

The Code of Conduct applies to *all* students. There is a specific procedure, however, for disciplining students with disabilities. You can find this procedure on the BPS website. It is described in **Superintendent's Circular SPE-15**. This can be downloaded and printed. If you prefer, your child's school can give you a copy of this document upon request. This procedure is also included in the **Parent's Rights** brochure that you receive with your child's Individualized Education Program (IEP).

No student with disabilities may be suspended for more than 10 cumulative school days in the school year except as provided by federal laws and regulations.

How Parents Can Help

As a parent, you can help your child obey the rules and help keep the school safe by:

- sharing the responsibility for the behavior of your child in school, at school-sponsored activities, and on the way to and from school
- preparing your child to take responsibility for attending school and for his or her own behavior
- fostering in your child positive attitudes toward himself or herself, others, the school, and the community
- communicating with school staff about your child
- attending individual or group conferences
- recognizing that school staff members have the right to enforce the policies of the Boston School Committee
- behaving in a civil and non-disruptive manner when visiting the school
- being sure your child brings to school only those things that are appropriate in a school setting.

For a copy of the Code of Conduct and School-Based Rules

- ▶ Ask the principal or headmaster for a copy of either document.
- ▶ View the Code of Conduct on the BPS website: www.bostonpublicschools.org/node/31
- ▶ Get a copy of the Code of Conduct from BPS Family Resource Centers (see page 5), or from the Superintendent's Office, 617-635-9050.

BPS Policies:

Using the Internet in School

Boston Public Schools (BPS) provides a wide array of technology resources for student use. These technology resources are to be used only for educational purposes. The BPS Acceptable Use Policy outlines appropriate use and prohibited activities when using all technology resources and electronic devices as defined by school administrators. Every student is expected to follow all of the rules and conditions listed, as well as those given verbally by BPS teachers and administrators, and to demonstrate good citizenship and ethical behavior at all times.

The Acceptable Use Policy was developed with input from BPS administrators, teachers, students, parents, school police and the BPS legal advisor.



Acceptable Use Policy For Networks, Including The Internet: Student Responsible Use

1. **I am responsible for my computer account and e-mail account.** I understand that passwords are private and that I should not share my password with anyone. I understand that I am responsible for all activities done through my account. I will not allow others to use my account name and password, or try to use that of others. I understand that I will be in violation of the law if I attempt to electronically capture another person's password. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
2. **I am responsible for my language.** I will use appropriate language in my e-mail messages, online postings, and other digital communications. I will not use profanity, vulgarities or any other inappropriate language as determined by school administrators
3. **I am responsible for how I treat other people.** I will use e-mail and other means of communications (e.g. blogs, wikis, chat, instant-messaging, discussion boards, etc.) responsibly. I will not send or post hate or harassing mail, make discriminatory

or derogatory remarks about others, or engage in bullying, harassment, or other antisocial behaviors while in school or out of school.

4. **I am responsible for my use of the Boston Public Schools network.** I will use BPS computer resources responsibly. I will not search, retrieve, save, circulate or display hate-based, offensive or sexually explicit material. I will not search, retrieve, save or circulate images or information about weapons using any BPS computer resources unless authorized by school administrator/teacher as part of a school assignment.
5. **I am responsible for my conduct on all online sites.** I understand that what I do on social networking websites should not negatively impact the school learning environment and/or my fellow students, teachers and administrators.
6. **I am responsible for being honest while I am online.** I understand that masquerading, spoofing, or pretending to be someone else is forbidden. This includes, but is not limited to, sending out e-mail, creating accounts, or posting messages or other online content (e.g. text, images, audio or video) in someone else's name.
7. **I am responsible for protecting the security of the Boston Public Schools network.** I will not attempt to bypass security settings or internet filters, or interfere with the operation of the network by installing illegal software, including file sharing, shareware, or freeware, on school computers.
8. **I am responsible for protecting school property.** I understand that vandalism is prohibited. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resource. I understand that I need authorization from a school administrator/teacher to use personal electronic devices that I bring to school, including but not limited to memory storage devices (i.e. USB drives).
9. **I am responsible for respecting other people's property online.** I will obey copyright laws. I will not plagiarize or use others' work without proper citation and permission. I will not illegally download materials protected by copyright, including but not limited to music and movies.
10. **I am responsible for following school rules whenever I publish anything online.** I will follow all guidelines set forth by the BPS and/or my teachers when publishing schoolwork online (e.g. to a website, blog, wiki, discussion board, podcasting or video server). I understand that it is unsafe to post any personal information about myself, including but not limited to: my name, address, phone number or school. I will not post photos of students with their first and last names on any online site, including but not limited to websites, blogs, wikis, and discussions forums, without the permission of the parent/guardian or student (age 18 and older).

LEARN MORE ABOUT BPS INTERNET SAFETY

For more information for students and families about the Acceptable Use policy:

www.bpscybersafety.org

(see the Acceptable Use Policy section)

BPS Policies: Residency Requirement for Students

Only students who live in the City of Boston may attend the Boston Public Schools. The residence of a student under age 18 is the legal residence of the parent(s) or guardian(s) who have physical custody of the child. A student age 18 or older may establish a residence separate from his or her parents or guardians for school attendance purposes.

“Residence” is the place where a person lives permanently. Temporary residence in the City of Boston, solely for the purpose of attending a Boston public school, is not considered “residency.”

This residency policy does not apply to homeless students. For questions regarding homeless students, please call the Office of Legal Advisor, 617-635-9320.

Proof of City of Boston Residency

Before any student is assigned to or invited to attend any Boston public school, the student’s parent or legal guardian must provide at least three proofs of residency in the City of Boston. Documents must be pre-printed with the name and address of the student’s parent or guardian and must be presented **in person** at the Family Resource Center at the time of registration. All residency proofs must show the same address. Please note that legal guardianship requires additional documentation from a court or agency.

These documents are also required for any change of address.

When registering for school, all applicants must submit IN PERSON at least one document from each group to prove Boston residency: Group A, Group B, and Group C. All must show the same current address.

GROUP A	GROUP B	GROUP C
<p>You must submit BOTH documents within a set.</p> <ul style="list-style-type: none"> These 2 documents: Copy of deed <u>AND</u> record of most recent mortgage payment <p>OR</p> <ul style="list-style-type: none"> These 2 documents: Copy of lease (including BHA and HUD leases) <u>AND</u> record of most recent rent payment <p>OR</p> <ul style="list-style-type: none"> These 2 documents: Legal affidavit from landlord affirming tenancy <u>AND</u> record of most recent rent payment <p>OR</p> <ul style="list-style-type: none"> This document: Section 8 Agreement 	<p>Utility bill or work order dated within the past 60 days:</p> <ul style="list-style-type: none"> Gas bill Oil bill Electric bill Home telephone bill Cable bill <p>We do not accept cellular phone bills or water & sewer bills.</p> <p>If a family is sharing housing with an individual or family and does not pay rent, the family may submit a utility bill in the name of the person who owns or leases the property.</p>	<ul style="list-style-type: none"> Valid Massachusetts driver’s license Current vehicle registration Valid Massachusetts photo identification card Valid passport <p>Dated within the past year:</p> <ul style="list-style-type: none"> W-2 form Excise tax bill Property tax bill <p>Dated within the past 60 days:</p> <ul style="list-style-type: none"> Letter from an approved government agency Payroll stub Bank or credit card statement
<p>Additional requirements for registration:</p> <p>(1) Up-to-date immunization record; please see page 28 for details</p> <p>(2) Birth certificate or passport for Kindergarten and Grade 1 students</p>		

Residency for Exam School Applicants

For special rules about residency for students applying to the city’s three exam schools—Boston Latin Academy, Boston Latin School, and John D. O’Bryant School of Mathematics and Science—please see page 27.

Declaration of Boston Residency

Custodial parents and legal guardians of Boston Public Schools students, and students age 18 and older, must sign a statement saying they are legal residents of the City of Boston. They also must agree to notify BPS if they move during the school year. This statement is on page 34 of this Guide. Don’t forget to sign and return pages 34–36!

If a student moves out of Boston during the school year

- High school students may stay in their current BPS school if they move after the start of grade 12.
- Students in kindergarten–grade 11 who move out of Boston **on or before April 30** will be discharged immediately.
- Students in kindergarten–grade 11 who move out of Boston **after April 30** may complete the school year in their current school. They will be discharged from the BPS at the end of the school year.
- BPS does not provide transportation to students who live outside Boston.

Residency Requirement for Students (continued)

Enforcement of the Residency Requirement

When the school department suspects that a family of a current BPS student lives outside of Boston, an investigation will take place. The BPS may suspect a student is not a resident if, for example, mail is returned due to an invalid address, the proofs of address submitted by the parent are inconsistent or suspicious, or a tip is received from the principal/headmaster or an anonymous caller.



RESIDENCY TIP LINE
☎ 617-635-6775
 Call to leave anonymous tips about students attending Boston Public Schools who do not live in the City of Boston.

In addition to investigations of families suspected of non-residency, the residency investigator will conduct a limited number of residency checks of students selected at random from the exam schools and from non-exam schools. The residency investigator also will work with the MBTA to conduct spot checks of train stations from which out-of-city students may commute to Boston schools.

What happens to students who violate the Residency Policy?

Students found to be in violation of the Residency Policy will be dismissed immediately from the Boston Public Schools.

The parent/guardian of a student dismissed for non-residency may appeal the decision. The student may be allowed to remain in school during the appeal procedure. See page 9, “Advocating for Your Child.”

In addition to dismissal from school, the Boston Public Schools may impose penalties on the family such as legal action, a fine based on the cost of educational services received, and the withholding of certain scholarships and prizes.

School Registration—Start Early to Learn about Your Choices!

The City of Boston has more than 130 public schools, all with unique offerings. Under the Boston Public Schools (BPS) assignment policy, families have a wide selection of schools from which to choose. However, no school choice is “guaranteed.” Students are assigned by a lottery system that gives priority to applicants with brothers and sisters already in the school and to students who are in the school’s “walk zone.”

Most students need to apply for school for the “transition grades”: kindergarten, grade 6 (the start of middle school), and grade 9 (the start of high school). Registration and transfer applications for the 2011–2012 school year begin on January 4, 2011 for the transition grades and February 9, 2011 for all other grades. For the best chance of getting the school you want, apply during the first registration period for your child’s grade.

If your child will start kindergarten next year or is now in the highest grade offered at his or her current school, we recommend that you start *this fall* to learn about your school choices.

In October:

- ▶ **Find out what schools you can apply for**, within and outside your assignment zone. Visit www.bostonpublicschools.org and click on “What are my schools?” to obtain a customized list of your school options.
- ▶ **Think about what you are looking for in a school**, such as location, special programs, student achievement, grade level structure (K0–grade 1, K–5, K–8, etc.), and size.
- ▶ **Go to the BPS Showcase of Schools** at the Reggie Lewis Track & Athletic Center in Roxbury. The Showcase has

displays by many schools all under one roof, and you can talk to many principals and teachers.

In November through January:

- ▶ **Visit schools** during School Preview Time (see page 48). This is the best way to get a sense of a school’s “climate” and expectations for its students.
- ▶ **Learn more about each school.** Don’t rely just on what you hear from friends and family members. Every school is different, and schools can change over time. *Introducing the Boston Public Schools* has information about each BPS school and the school registration process. It is available in January in many languages at all schools, Family Resource Centers, Boston public libraries, and on the BPS website. **School Report Cards** (see page 56) have detailed information about each school. They are available at the Family Resource Centers and at www.bostonpublicschools.org/schools.
- ▶ **Apply in person during the first registration period** for the grade your child is entering. You will need to bring specific **proofs of residency** (see page 46), the student’s up-to-date **immunization record** and, for students registering for kindergarten and grade 1, the student’s **birth certificate** or passport. For complete information on how to register for school, visit www.bostonpublicschools.org/register, call any Family Resource Center (see page 5), or pick up a copy of *Introducing the Boston Public Schools*.

School Registration & Assignment *(continued)*

“School Preview Time”

School Preview Time is November 1, 2010 through January 21, 2011, before and during the first school registration period. During this time, schools are open for parent visits and have special activities to help parents make informed choices about their child’s next school. Check the BPS website for a list of School Preview Time visiting hours for each school.

The City of Boston and several other employers in the Boston area allow full-time employees who are parents or guardians of school-age children to take up to four hours of work time during School Preview Time to visit schools. To be eligible for this benefit, the employee must have a child who may be registering in the BPS for the first time, or who is a current BPS student applying for a new school for one of the transition grades (kindergarten, grade 6 and grade 9). This time is “paid time off” and will not be deducted from vacation, personal, or sick time.

Under the **City of Boston Parental School Leave ordinance**, parents of students in kindergarten–grade 12 can take up to 21 hours off per year for school visits. Generally they must use available vacation, personal days or “comp” time. For more information, see BPS Superintendent’s Circular SUP-3, “Parental School Visits,” on the BPS website. Eligible employees should contact their Human Resources office *before* using these benefits.

Transfers and Other Special Situations

Voluntary Transfer Requests. A parent or student age 18 and up may request an assignment to a different school. Voluntary transfers—those that are not for change of address, safety, programmatic, or disciplinary reasons—can be requested as follows:

- ▶ **Elementary school:** one transfer per school year.
- ▶ **Middle school:** only one transfer during the middle school years (grades 6–8).
- ▶ **High school:** only one transfer during the high school years.

To request a voluntary transfer, visit any Family Resource Center. **All transactions require positive identification.** Before you fill out the form, ask if there is an available seat in the school you are requesting.

Transfers from Schools Identified for Improvement. The Mass. Dept. of Elementary and Secondary Education maintains a list of schools that have failed to make Adequate Yearly Progress (AYP) based on their MCAS scores and other indicators (test participation, attendance, or graduation rate). Under the No Child Left Behind law, students attending a school that has not made AYP for two years in a row have the right to transfer to another school not on the list, as long as seats are available. Regular times and rules for transfers apply. (Please see page 55.)

Safety Transfers. It is sometimes necessary to assign a student to a different school to ensure a safe learning environment for that student. (Please see page 39, Student Safety & Emergencies, and page 61, NCLB Unsafe School Choice Option.)

Disruptive Students. The BPS may assign elementary school students to another school for disciplinary reasons. However, disruptive middle and high school students will be assigned *only* to alternative programs. (Please see page 44, Disciplinary Transfers.)

Transfers Due to Change of Address. In most cases, students who move to a different assignment zone in the City of Boston must transfer to a school in their new zone. However, a student may continue to attend the school in the original zone through the school’s highest grade if the parent agrees in writing to provide transportation to the school.

Homeless Students. Students whose families become homeless have the right to stay in the school they last attended, *or* to go to school in the zone or town where they live temporarily. For information, call the Homeless Education Resource Network, 617-635-8037.

Over-Age Students. Students ages 20–22 will be assigned to Boston Adult Technical Academy. This includes current students as well as new students and those who are re-enrolling in the BPS. However, headmasters may allow some students to remain in the current high school. Students also have the right to appeal their assignment to Boston Adult Technical Academy. Call the Office of Enrollment Services, 617-635-9516, for help.

BEFORE YOU VISIT A SCHOOL

Schools welcome visitors on most school days. It is best to call before you visit to be sure someone will be available to show you around and answer your questions. Find out if there are special times scheduled for visitors to take a tour and meet the principal.

WHAT TO LOOK FOR AND ASK WHEN YOU VISIT SCHOOLS

- ☑ Is the school welcoming and respectful of children and adults?
- ☑ Is it orderly, with displays of high-quality student work on the walls?
- ☑ Do the principal, teachers, and staff seem caring and professional?
- ☑ Are students spending most of their time on academic subjects—reading, writing, math, science, and social studies?
- ☑ Are students interested and engaged in learning?
- ☑ Are there opportunities for music, art, and physical exercise?
- ☑ Does the school have before and after school programs? What are the hours and cost? What activities are offered? How are they supervised?
- ☑ Does the school have a good record of safety?
- ☑ How early can the child be dropped off at school? How late can the child be picked up?

FOR MORE INFORMATION

- ▶ Contact the BPS Family Resource Centers, listed on page 5.
- ▶ For more questions to consider for students of all ages when visiting schools, go to: www.countdowntokindergarten.org/checklist.htm

BPS Policies:

Student Records

The **student record** includes all information concerning a student maintained in any form by the Boston Public Schools (BPS) that is organized on the basis of the student's name or in a way that the student can be individually identified.

The student's transcript, or **permanent record**, includes the student's name, date of birth, address, years and grades completed, and courses and grades earned. The permanent record is kept for 60 years after the student leaves the school system.

All other records regarding the student are **temporary records** and are destroyed seven years after the student leaves the system. Parents/guardians have a right to receive a copy of this temporary record before it is destroyed. They may request a copy by contacting the building administrator of the school last attended.

A parent of any student, or a student who has entered high school or who is at least 14 years old, has the right to inspect the student record upon request. The parent or student should receive the record no later than two days after the request, and may ask to have the record interpreted by a qualified professional or amended by the principal. Call your child's school if you would like to see your child's student record.

For more information on student records, go to:
www.doe.mass.edu/lawsregs/603cmr23/

Student Health Records

Under state Student Record Regulations, student health records are subject to special confidentiality protections. Although the student health record is part of the temporary record, it does not have the same accessibility as the transcript or temporary record. Generally, only the school nurse can fully access the student's health record information in the temporary record.

Obtaining Records of Former BPS Students

- If the last school the student attended is still open, contact the school.
- If the last school attended is closed, or if the school does not have the records, call BPS Guidance Services, 617-635-8030.
- You may be required to submit your request in writing and/or provide identification to receive your records.

Records of Student Leaving the Boston Public Schools

When a student leaves the Boston Public Schools to attend a non-BPS school, the BPS will send the student record directly to the new school. Keep in mind that when a student transfers to a new school during the summer, it may take several days or weeks

for the parent to get the record from the school. Staff are in school buildings for very limited hours in July and August.

Release of Student Information

Usually, under state law, no individual or organization is allowed to have information in the student record without the written permission of the parent or eligible student. However, there are a few exceptions that allow schools to release student information without the parent's consent:

- Under state law, when a student transfers to a new school, the student record (including the special education record) may be transferred to the new school without the parent's consent, so long as the parent receives annual notification of this law.
- Release of information may be necessary to protect the health or safety of a person, or may be requested by the Mass. Department of Children & Families (DCF), Department of Youth Services (DYS), or a probation officer, among several other exceptions.
- Under the federal No Child Left Behind law, public school districts must release the names, addresses, and telephone numbers of secondary school students to U.S. military and higher education recruiters. However, the parent or student has the right to request in writing that this information NOT be released. There are two ways to submit such a request:
 - ▶ Complete the section "Release of Information to Military and Higher Education Recruiters" on page 36 of this Guide. Check one or both boxes. Either the student or parent may sign this section.
 - ▶ Submit your request in writing to the school principal or headmaster by written note or e-mail. Since recruiters generally request this information early in the school year, you must submit your request by September 24, 2010 to avoid being solicited.
- The Boston Public Schools releases the following information without parent consent: student's name, date of birth, neighborhood of residence, class or grade, dates of attendance, participation in officially recognized activities,

THE BOSTON STUDENT ADVISORY COUNCIL SAYS...

BPS has a responsibility to make sure students and parents know about their right to opt out. You may decide, after you have thought about your options, that military service is for you. You should be aware of gimmicks that recruiters use, and watch out for incomplete or confusing information. We have the right to choose our futures, but we also have the right to know what we are getting into.

BPS Policies:

Student Records (continued)

membership on athletic teams, degrees, honors and awards, and post-high school plans. If you do not want this information released without your consent, you must notify the principal or headmaster within thirty days of receiving this Guide. See page 35.

A 1998 Massachusetts law describes the procedures by which public schools provide student record information to non-custodial parents.

Copies of BPS policies on student records and parents' and students' rights to student records are available at each school. A parent or student may file a complaint with the Family Policy Compliance Office in the U. S. Department of Education for alleged violations of the Family Educational Rights and Privacy Act (FERPA) and its regulations.

Graduation Ceremonies

Graduation from high school is a very important and special occasion. All BPS high schools honor their graduates with formal ceremonies during which they present diplomas, scholarships, and other recognitions. Only those students who have met all BPS high school promotion requirements *and* met the state's Competency Determination requirements for ELA, math, history/social studies, and science & technology/engineering MCAS tests may participate in high school graduation exercises and receive a diploma. *Students who have not met graduation requirements may not "walk across the stage" and receive a blank piece of paper in place of a diploma.*

There are only three exceptions to this policy:

1. Students who have completed two years in a technical-vocational program at Madison Park and who have earned a **Certificate of Competence** may participate in graduation ceremonies.
2. Special education students with significant disabilities who are 22 years old and exiting high school based on their age and attainment of IEP goals will receive a **Certificate of Attendance** and are also permitted to participate.
3. Other students with disabilities who meet these requirements may choose to participate:
 - Student has no more than nine unexcused absences in the prior school year
 - Student has taken Grade 10 MCAS at least three times in each subject which the student didn't pass, or has submitted at least two "alternative assessment" portfolios
 - Student has completed grade 12 year in good standing as defined in the IEP and has met all school and BPS non-academic standards.

Many schools hold end-of-year assemblies to recognize students who are promoted from kindergarten, grade 5, and grade 8. However, **these celebrations are not graduations**. Schools are discouraged from calling them graduations, presenting "diplomas," and having students wear caps and gowns.

All students except graduating high school seniors are expected to attend school through the last (180th) day—even if the end-of-year ceremony takes place before the last day of school—and will be marked "absent" if they do not attend.

Homework

Boston Public Schools educators believe that when students spend time on meaningful homework assignments, they are more likely to achieve academic success. Homework builds on classroom work and encourages the development of self-discipline and personal responsibility. It is also an important way to promote cooperation and communication between families and the school.

Every BPS student should have homework assignments every school day. See page 18 (elementary school), page 20 (middle school), and page 22 (high school) for homework guidelines. Teachers are responsible for assigning homework.

If you have questions about homework, or if you or your child has concerns about the value or amount of homework assigned, contact the teacher first, then the principal or headmaster.

The Boston Student Advisory Council has presented recommendations to BPS executive staff to modify the homework policy. Any changes to the policy approved by the School Committee will be available in schools and posted on the district website.

Tardiness

All students are expected to report to school on time every day. Students who arrive after the beginning of the day are tardy. They must follow the school's tardy procedures in order to be considered present for the day. **High schools may count excessive tardiness as an absence.** (See page 14 for more information.)

It is the policy of the Boston School Committee that tardy students should be permitted to enter the school building. Headmasters and principals must (a) review their current tardy policies with their School Site Councils, (b) develop reasonable

THE BOSTON STUDENT ADVISORY COUNCIL SAYS...

The tardiness policy is about respect for students and their education. BPS administration saw that it was wrong to punish tardy students by keeping them out of school. Schools need to continue to develop positive incentives that will make students WANT to come to school; for instance, by improving school culture and emphasizing help for tardy students rather than detention or punishment. And students need to show how important education is to them—by showing up on time.

consequences to deal with student tardiness and positive incentives to encourage punctuality, and (c) closely monitor compliance with these policies.

Student Lockers

Middle schools and high schools assign lockers to each student to store their school supplies and personal belongings. The school provides locks and keys. Students may not use their own locks.

It is important for parents and students to understand that lockers remain the property of the Boston Public Schools while students are using them. School staff have a right to search lockers and any personal items inside the locker (such as coat pockets).

School staff inspect all lockers at least once a year for general clean-up. They also inspect lockers when they suspect a safety or security problem. Any illegal, prohibited, or potentially dangerous items, or evidence of a crime found during a locker search will be given to the appropriate authorities.

Check your school's School-Based Rules for more details on locker procedures.

Cellular Phones

The Boston Public Schools' policy on cellular telephones is designed to ensure that the use of cell phones does not interfere with teaching and learning during the school day. It was developed in cooperation with the members of the Boston Student Advisory Council (BSAC), representing every high school in the BPS. This policy applies to all students enrolled in all BPS schools at all levels, including pilot schools and Horace Mann charter schools.

THE BOSTON STUDENT ADVISORY COUNCIL SAYS...

Cell phones are important to many students who need to communicate with family or after-school jobs. We need them—but we don't want them disrupting anyone's education. The BPS cell phone policy was developed *by and for students* to strike a fair balance between respecting our learning environment and respecting students' rights.

1. Students are permitted to use cell phones *only* during the following times:
 - before and after school hours outside or inside the school building;
 - at after-school or sports activities, only with the permission of the coach, instructor, or program director;
 - at evening or weekend activities inside the school building.
2. The use of cell phones for any purpose—including telephone calls, text messaging, and other functions—is not permitted at any other time on school grounds.
3. Cell phones must not be visible during the school day.

4. Cell phones must be turned completely off (not simply on silent or vibrate mode) during the school day.

Penalties for students who violate the policy will be as follows:

- **First offense:** The cell phone will be confiscated and returned to the student at the end of the school day.
- **Second and subsequent offenses:** The cell phone will be confiscated and returned only to the student's parent or guardian. The student may not bring a cell phone to school for the remainder of the school year.
- **Repeated violations of this policy:** Students may be subject to additional disciplinary action, consistent with the Code of Conduct.

Personal Property

It is upsetting both for students and school staff when valuable personal items, such as jewelry, toys, or electronics, are lost or stolen at school. We strongly encourage families to be sure that children do not bring valuable objects to school.

If such items cause disruption, the School-Based Rules may allow staff to take the property away from the student while at school. The School-Based Rules also may state that certain items should not be brought to school in the first place.

We make every effort to return all personal property to the student or parent. However, we cannot be responsible for replacing lost or stolen property, or compensating the family for the value of that property.

Report Cards

Schools issue report cards at the end of each marking period. All elementary schools and grades K–5 in K–8 schools have three marking periods. All middle schools, grades 6–8 in K–8 schools, and non-exam high schools have four marking periods. The exam schools have five marking periods. You will find the marking periods for 2010–2011 inside the back cover of this Guide. A School Site Council may request a different marking period schedule from the one established by the central office.

Usually, students bring their report card home for their parent or guardian to sign. Students then bring it back to the teacher. Some schools give out report cards at Open House or parent-teacher conferences.

In the middle of each marking period, schools must send warning notices home with students who are in danger of failing.

To find out how your child is progressing, call the school to schedule a parent-teacher conference. The Family Resource Centers can advise you on how to have a successful meeting with your child's teacher. They are listed on page 5. Also see page 10, "Preparing for a Productive Parent-Teacher Conference."

BPS Policies:

School Cancellations

On occasion, the BPS may need to close school because of bad weather or an emergency situation. We communicate cancellation information in these ways:

- Connect-Ed telephone calls to students' homes
 - Major radio and television stations, beginning at 5:30 a.m.
 - City Storm Center 617-635-3050
 - BPS Central Office 617-635-9000
 - BPS website www.bostonpublicschools.org
 - City of Boston website www.cityofboston.gov/snow ★
- ★ Sign up to be notified of snow emergencies, parking bans, and school cancellations by phone or e-mail.

Whatever our decision regarding school opening, the parent should make the final decision on whether it is safe for their child to go to school. If a parent decides to keep a child home because of safety concerns, the absence will be excused when the parent sends a note. (Please see page 14, "Promotion Policy: Attendance.")

- **If schools are closed:** The day will be made up at the end of the school year.
- **If bad weather develops during the school day:** Dismissal will be at the *regular* time.
- **After-school programs:** When school is cancelled, all after-school programs in BPS schools, BPS athletic events, and evening classes are also cancelled.

By state law, the school year for students must be 180 days, and the last day of school must be no later than June 30. If necessary, we will adjust the BPS calendar to comply with the law. You will receive information from your child's school.

Student Engagement and Governance

Every Boston public high school (including district high schools, exam schools, and all high school-level alternative and pilot schools) must have a written student engagement policy documenting opportunities for students to take leadership roles within classrooms and the broader school community.

As part of this policy, each school must have a functioning **student government**. Student leaders in this body serve as advisors, researchers, and participants in the decision-making process at the school and district level. Every headmaster is responsible for ensuring that the student government is established no later than October 15th.

Middle and elementary schools also may establish student governments. However, this is not required.

The **Boston Student Advisory Council (BSAC)** is a citywide body of student leaders representing their respective high schools.

BSAC serves as the voice of students to the Boston School Committee. BSAC representatives offer perspectives on high school reform efforts and inform their respective schools about relevant citywide school issues. They also address student issues by developing districtwide policies. Each BPS high school is required to have at least one and, if desired, two BSAC representatives.

School Uniforms

The Boston Public Schools does not have a districtwide school uniform. However, it does have a School Uniform Policy. Under the policy, the School Site Council of each school must choose one of three options:

- no school uniform;
- voluntary uniform or dress code; or
- mandatory (required) uniform or dress code.

Even if your child's school has a mandatory uniform policy, you have the right not to participate. To do this, send a letter to the principal stating why your child is not participating. School staff must allow students who are not wearing uniforms to attend school.

Care of Books and Other Materials

Our schools supply students with the textbooks and other materials they need for school, free of charge. Textbooks and library books are owned by the BPS.

Most textbooks now in use in our schools are less than five years old and are in good condition. Students are expected to return them in good condition. All textbooks that are taken home by students should be covered.

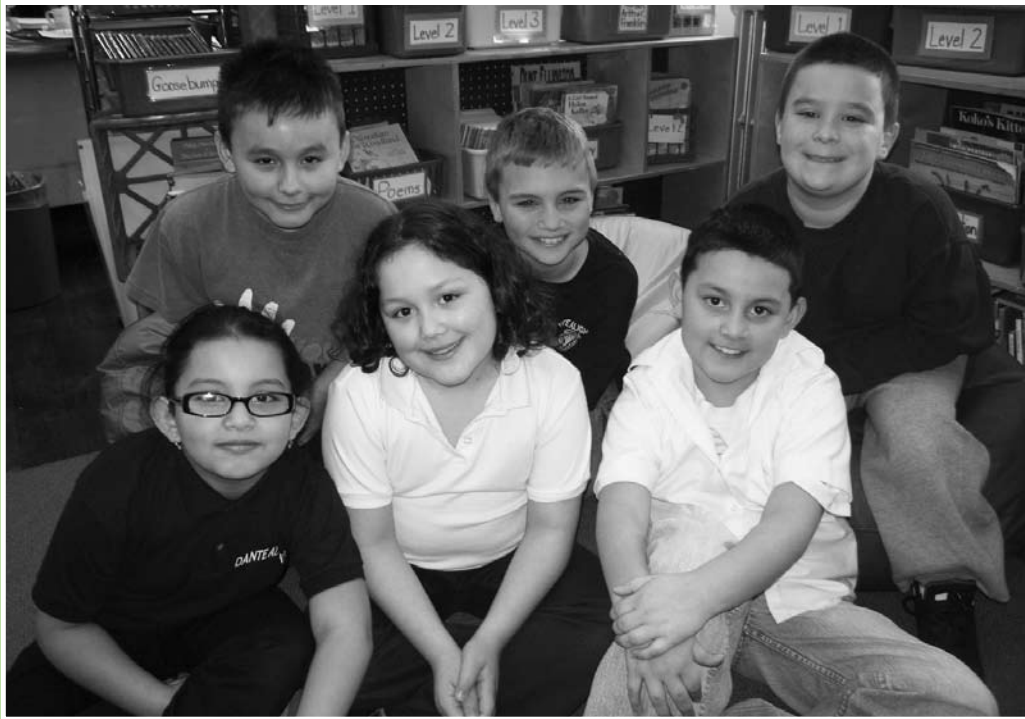
If a student damages or loses a book or other school property, the student or parent may have to pay for a replacement. Families should be aware that many textbooks are very expensive.

Wellness Policy

The federal government requires all school systems receiving funding for national school meal programs to implement a wellness policy at every school in the district. All schools must provide nutrition education, physical education and physical activity, and healthy foods. We encourage parents to learn about and be part of the wellness activities at their child's school. Ask the principal or School Site Council how the school is implementing the wellness policy.

No Smoking Policy

Smoking is not permitted in any Boston Public School building or on any school property. This applies to staff, students, and visitors.



More Resources for Families

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“No Child Left Behind”

The Elementary and Secondary Education Act, known as No Child Left Behind (NCLB), is the largest federal program funding elementary and secondary education in the United States. NCLB brings many important changes to the way schools operate. For example, NCLB:

- insists on high expectations and high standards for all students
- holds schools responsible for results
- promotes teaching methods that have been proven to work
- gives parents greater choices
- has many rules that help parents take a strong role in their children’s education.

There are ten education programs, or “titles,” that make up NCLB. The biggest is Title I. The Title I program gives funds to schools serving low-income students to help them provide the best education for their students. In 2009–2010, all Boston public schools received Title I funds except Boston Latin School and Manning Elementary School.

In exchange, schools are expected to meet goals for teaching all students to state standards and to make strong efforts to involve parents in their children’s education. In fact, NCLB states that parents are key partners in helping their children succeed in school and in helping schools improve.



This section of the *Guide to the Boston Public Schools* explains the different parts of NCLB and spells out your rights as a parent. It covers these topics:

- Adequate Yearly Progress (AYP)
- School Choice
- Supplemental Educational Services
- School and District Report Cards
- Teacher Qualifications
- Parent Involvement Policy
- Home-School Compact
- Whole School Improvement Plan
- English Language Learners
- Unsafe School Choice Option.

NCLB and Adequate Yearly Progress

Adequate Yearly Progress (AYP) is the amount of academic improvement that schools, districts, and states must make each year to reach a goal set by NCLB. The goal is that *all* students will be proficient in English language arts and mathematics by the year 2014. “Proficient” means that a student has gained solid skills and knowledge in a subject area. In Massachusetts, a proficient score on MCAS means that the student has a strong understanding of “challenging subject matter” and can “solve a wide variety of problems.”

How is AYP determined?

AYP is based on three of the following four factors. Here are the targets for each:

- A. **Participation:** 95% of students must take the MCAS.
- B. **Performance:** MCAS scores must meet or exceed state performance targets.
- C. **Improvement:** MCAS scores must improve at the rate that will ensure that all students are proficient by 2014.
- D. **Additional Factor:**
Grades 1–8: Attendance rate of 92% or higher; or rate must improve by 1% over last year.
High Schools: 4-year graduation rate of 70% or higher; OR 5-year graduation rate of 75% or higher; OR 2% points increase in 4-year graduation rate from 2008 to 2009.

For each subject, schools can make AYP by achieving $A + B + D$ or $A + C + D$. In almost all BPS schools, AYP is determined by $A + C + D$.

Schools must meet their AYP goals each year in both English language arts (ELA) and mathematics. But it is not enough for the school as a whole to make progress if some groups are left behind. So in order for a school (or district) to make AYP, each of these groups must also make AYP:

- limited English proficient students
- special education students
- students who receive free or reduced-price lunch
- African-American students
- Asian or Pacific Islander students
- Hispanic students
- Native American students
- White students.

Remember: Relative to test scores, AYP is a measure either of performance or of improvement. A school with low MCAS scores may still make AYP if its rate of improvement is on or exceeds target. A school with relatively high MCAS scores (but still lower than the state target) may not make AYP if its rate of improvement is below the expected target.

NCLB: Adequate Yearly Progress (continued)

What happens if a school does not make AYP?

AYP is determined each year. If a school does not make AYP for two years in a row, the school is identified as being *in need of improvement*. The school must take action to help the students at the school get a better education. The school's plan for improvement must include ways that parents can work with the principal and teachers to help the school improve. After two or three years of not making AYP, schools also must offer new options to parents. (See the sections on "School Choice" and "Supplemental Educational Services" for more information.)

How can I find out if my child's school made AYP?

1. Each year, your school will send you a School Report Card that gives information on how the school is doing. This report card shows if the school made AYP. (See "School and District Report Cards," page 56, for more information.)
2. If your child's school did not make AYP, the school district must send a letter home with your child informing you of that fact.
3. If you do not receive a letter, you can ask the school principal at your child's school for it or find out online at www.bostonpublicschools.org.

NCLB and School Choice

Under Boston's student assignment policy, parents have the right to apply for schools they choose within their zone. But under NCLB, parents also have the right to transfer their children out of schools that have not met AYP for two years in a row, as long as space is available.

What schools can my child transfer to under NCLB?

A child can transfer to any school that is not designated "in need of improvement" within her or his zone or to any citywide school, *as long as space is available*. NCLB transfers do not get priority over other transfers, and no student will be transferred to a school that is already full.

When can I transfer my child to another school?

Transfers under NCLB and other transfers can be made between school years and mid-year, during the regular transfer periods that are open to all students.

If my child's school has not made AYP, should I transfer him or her to another school?

Not necessarily. AYP is one of *many* factors to think about when deciding where to send your child to school. A "no" AYP rating does not mean that a school is a "bad school." When you are choosing a school, look at many factors, not just test scores.

The most important thing to consider is how your child is doing at her or his current school. Discuss your child's academic progress with the teacher. In general, changing schools is disruptive and can be hard on children. Other things to consider are:

- the school's average test scores
- the test scores for a particular group of students of interest to you
- the school's curriculum
- the school's hours and location

- special programs offered at the school
- the school's teachers
- your feeling about the school
- what your child wants
- what your child needs.

Be sure to visit several schools and talk with the teachers and principals before making your decision.

How do I transfer my child to another school?

Visit any Family Resource Center (FRC) to learn more about your school choices and/or to request a transfer. See page 5 for information on the FRCs.



NCLB and Supplemental Educational Services

Supplemental Educational Services (SES) are free tutoring services that take place outside of school time. The services are meant to help students who are academically at risk.

Schools must provide SES after their third year of failing to make Adequate Yearly Progress (AYP). Your child's school will notify you if the school must provide SES. You can also contact the school directly to find out.

Who is eligible for Supplemental Educational Services?

A student at a school that has not made AYP for three years in a row may be eligible for SES if:

- the student has applied for and qualifies for free or reduced-price lunch; and
- the student is educationally needy, based on his or her MCAS scores or other factors.

Students in regular education, special education, and bilingual programs can be eligible for SES. **Due to funding limits, there may not be enough room in a school's SES program for all eligible students. When this happens, the lowest income and lowest achieving students will get priority.**

Can I transfer my child to another school and also get SES?

Under NCLB, you can choose to apply for a transfer OR to stay in the school and apply for SES, but not both.

However, you may apply for a transfer under the regular (*not* NCLB) BPS transfer policy. If you choose to transfer to a school that offers SES, you may apply for SES in your new school.

Who provides SES?

SES programs are provided by private and public organizations that have been approved by the state. The Boston Public Schools is one of the approved providers. For a list of qualified providers, visit your school or the Massachusetts Department of Elementary & Secondary Education website: www.doe.mass.edu/ses/search.asp. Your child's school will send you the list of qualified providers and a brief description of their services with the notice that your child may be eligible for SES.

Who chooses an SES provider for my child?

You do! When making your decision, consider what each provider offers and the program's location. If you need help choosing a provider, ask your child's teacher or principal. Keep in mind that the BPS does not provide transportation to the SES provider.

How do I sign up for SES for my child?

1. Your child will bring home from school a form and a letter notifying you of your options. If you do not receive a letter and form, your school may not have to provide services. Contact your child's school to verify their status and get the forms.
2. Choose the provider(s) you want, complete the form, and return the form to your child's school. Keep a copy for yourself.
3. Meet with the SES provider, complete a written agreement about the services your child will receive, and give the agreement to your SES provider.
5. The SES provider will send the agreement to the BPS Office of Accountability for approval. A contract will be established with the provider, and services may start.

School and District Report Cards

Each year, all states and school districts must distribute report cards on schools. These report cards are different from the report cards that tell you how well your child did in school.

What does the report card include?

Under NCLB, the **School Report Card** must tell you:

- how many teachers are highly qualified (that is, trained and certified) to teach what they are teaching
- how well students in your child's school did on the last round of MCAS tests for English language arts and math
- how different groups did on the MCAS:
 - males and females
 - students from different racial and ethnic groups
 - students eligible for free and reduced lunch
 - students with limited English proficiency
 - students in special education classes
 - migrant students
- the percentage of students in each of the subgroups that took the MCAS tests
- how the school district and the state did overall on the MCAS tests
- attendance rates
- graduation rates for high schools
- if your child's school has made Adequate Yearly Progress (AYP)
- if your child's school has been identified as *in need of improvement*, *in corrective action*, or *restructuring* because it has failed to meet the Massachusetts standard for AYP.

School and District Report Cards (continued)

The **District Report Card** must also include information on:

- how all the different groups of students did on MCAS compared to the average of all students in the state
- the number and percentage of schools identified *in need of improvement* and the length of time these schools have been identified as being in need of improvement.
- results from state and national NAEP reading and math assessments
- NAEP participation rates for students with disabilities and students who are limited English proficient.

Why are school and district report cards important?

These report cards give parents information to help them make decisions about their child's education before the next school year. They can help parents think about what school to send their child to. They will also let parents know whether they are eligible for Supplemental Educational Services. (For more

information, please see page 56, "Supplemental Educational Services.")

How and when do I get a copy of my child's school and district report cards?

Schools must send school report cards to parents, either through the mail or home with students. Schools must give parents district and school report cards if they ask for them. Schools send the school report cards home in January. They are also available in Family Resource Centers and on the BPS website.

Where can I get help reading my child's school and district report cards?

The report cards should be parent-friendly and give information in an easy-to-understand way. Ask the school principal if you do not understand something on the report card.

NCLB and Teacher Quality

Under NCLB, all school districts must make sure that all teachers in core academic subjects are "highly qualified." The core academic subjects are mathematics, science, reading, history, English language arts, foreign languages, economics, civics and government, geography, and the arts. Teachers that are not teaching core subjects do not have to be highly qualified.

What does highly qualified mean?

"Highly qualified" means that your child's teacher must:

- have a bachelor's degree or higher
- have a preliminary, initial, or professional teacher's license
- be able to show that he/she has the knowledge and skills needed to teach the subject he/she is teaching by passing a state test; or have an Individual Professional Development Plan in place that will build knowledge.

Under NCLB, Title I schools may only hire new teachers if they are highly qualified. Even teachers who have been teaching for many years may need to receive ongoing training to meet the standard for being highly qualified.

What can you find out about your child's teachers' qualifications?

You have the right to know about the qualifications of the teachers in your school, and specific information about your child's teachers. Schools must have information about teacher quality on site, and they must give you this information if you ask for it. Some schools may ask you to request the information in writing.

You can find out:

- whether the teacher meets the state teaching standards for the grades and subjects he or she teaches
- whether the teacher is teaching under emergency status because of special circumstances
- what the teacher's major in college was
- whether the teacher has any advanced degrees and in what areas of study
- whether paraprofessionals are providing services to your child and, if so, what their qualifications are.

Once a year, the school district must tell you how many teachers in your child's school are highly qualified. This information will be part of your child's school report card. (Please see pages 56–57, "School and District Report Cards.")

What does NCLB say about paraprofessionals?

Paraprofessionals are adults who provide support to teachers and parents. All paraprofessionals who support teachers in Title I schools must have at least two years of college or pass a test given by the school district.

Paraprofessionals working as translators and in parent involvement programs do not have to meet this requirement.

Will I be notified if my child's teacher is not highly qualified?

Under NCLB, your child's principal must tell you if your child's teacher is not highly qualified. The principal must also tell you if your child has a substitute teacher for more than four weeks in a row who is not highly qualified. Principals notify parents about long-term substitutes during the fifth consecutive week of service.

NCLB and Parent Involvement Policy

Parents are important to their children's success in school. Under NCLB, Title I schools must have a written **Parent Involvement Policy**, developed with and approved by parents. This policy should spell out how parents will be involved as partners in their children's education. This plan should be reviewed every so often as parents' concerns change. Parents should be included in developing, reviewing, and evaluating the policy.

What information is in the Parent Involvement Policy?

NCLB says that the policy must cover three main areas: (1) policy development, (2) shared responsibility for student success, and (3) the ability of educators and parents to work together to help all students meet learning goals.

- **Policy development.** The policy must say how parents will be involved in developing the school's Parent Involvement Policy. It should describe how parents will give input and approval for the policy and the Title I program plan. For example, there should be a plan for consulting parents on major decisions about how to use Title I money. This policy should say how the school will support parents to attend important meetings about Title I, such as by providing transportation, food, and child care.
- **Shared responsibility.** The policy must include a copy of a **Home-School Compact** that says how the school will work with parents to help students improve academically. The policy should give the goals of the compact. It should also say how parents and the school will create the compact together. (For more details on the compact, please see page 59, "NCLB and the Home-School Compact.")
- **Skills and knowledge of educators and parents.** The policy should address the training and information needs of parents and educators. Parents should have a chance to learn about:
 - the standards and specific learning goals students are expected to meet
 - how student progress is measured
 - how students will be assessed
 - how parents can work with teachers to improve their children's achievement
 - the materials and training opportunities available to help parents work with their children.

Staff should have a chance to learn about the importance of including parents as equal partners. Whenever possible, parents should be part of staff training sessions.

Who writes the policy?

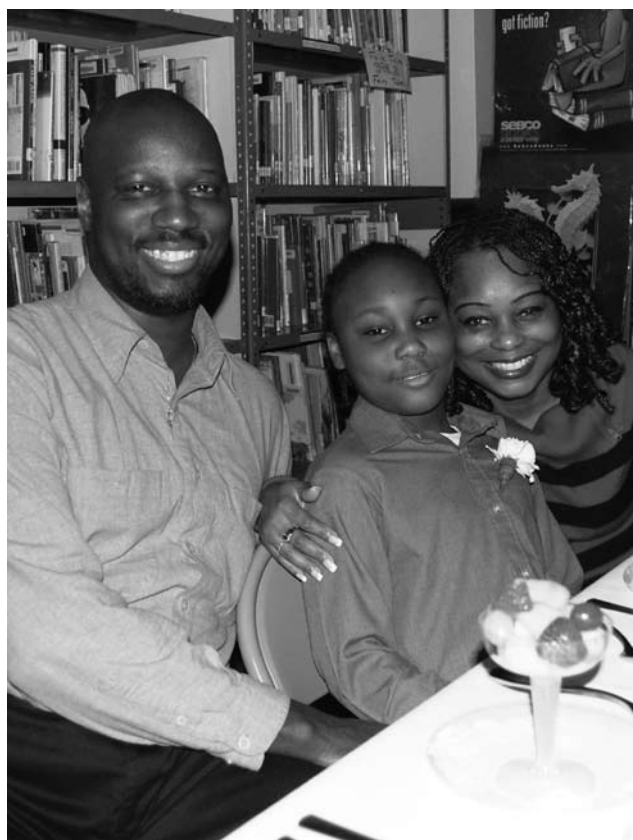
Schools must involve parents in writing the Parent Involvement Policy. Your child's school will hold a meeting at the beginning of the school year to get your input.

How can I get a copy of my child's school's Parent Involvement Policy?

Ask your child's principal or the school's parent liaison for a copy of the policy. The policy should be easy to understand. If you need help to understand the policy, ask your child's principal. The policy is translated into other languages besides English.

How can I get involved in writing my child's school's Parent Involvement Policy?

The school must explain the Title I program at an annual meeting—often called an Open House—for parents. Most schools hold their Open House early in the school year. The school must let parents know that they have the right to be involved and let them know how they can be involved in the school as a whole, and in writing the Parent Involvement Policy. If you cannot attend this meeting, your involvement still matters—to your child and the school. Call the principal and ask how you can participate.



NCLB and the Home-School Compact

Every Title I school must have a **Home-School Compact**. It describes how the school and parents will build a partnership to help students succeed academically. It lays out how the school will meet the needs of its students, and the roles and responsibilities of parents and students. It serves as the basis for a written agreement between individual students, their parent/guardian, and the school. The parent/guardian, the student, the student's teacher, and the school principal all sign the agreement.

What does the compact include?

The compact includes all the responsibilities and tasks that parents, students, teachers, and the principal agree to do to help students learn. Compacts are different at each school.

The compact must say how the school will provide high-quality, effective teaching to help all students succeed academically. It should cover what the school will do to:

- make sure that all teachers are highly qualified
- provide high quality instruction to all students
- monitor the progress of all children
- make certain that *all* students get challenging work and high-quality instruction
- report to families more than once a year on how the school is helping students make progress

- create ways for parents and teachers to be in good working relationships
- make sure that teachers report to parents often on their children's progress
- make sure that parents have reasonable access to school staff
- make sure families get the information, materials, and training they need to help students with complex subjects such as math and science
- provide parents with resources, such as transportation and child care, so they can participate in school events.

The compact should also say what is expected of parents and students. For example, it might include:

- make sure all homework assignments are complete
- spend time reading at home
- to the extent possible, avoid tardiness and absences
- show respect for school staff.

How can I get a copy of the Home-School Compact?

You should receive a copy to sign at the beginning of the school year. You can also request a copy from your school.

Whole School Improvement Plan

A **Whole School Improvement Plan (WSIP)** is the plan that your child's school has in place to guide teaching and learning for the school year. The plan says what the school is doing to make sure all students are promoted to the next grade or graduate.

The WSIP is also the school's Title I Schoolwide Project Plan and must meet all the Title I requirements.

What does a WSIP include?

The WSIP includes:

- a needs assessment that includes achievement data
- instructional goals and strategies
- school reform strategies
- student support strategies to help struggling learners
- how the school will include parents in their children's learning
- the training that teachers will get to help them do a better job

- how the school can make the best use of all its resources
- how student test score information will be used to improve teaching
- what type of support is best for students
- what the school will do to make AYP
- the school's budget for local funds and for all the school's grants.

How can I look at my child's school's WSIP?

You are welcome to read it at the school.

Schools should have summaries of their plan to give parents and others who want to know the school's plans. Schools should translate their summaries for the major language groups in their school.

If you need help understanding your child's school's WSIP, ask the principal to review it with you.

NCLB and English Language Learners

NCLB says that if you are the parent of an English language learner (ELL), you can expect that:

- Your child's level of English will be tested, and you will be told of the results.
- If the Boston Public Schools thinks that your child should be in a program to learn English, you have the right to choose the program you think best. Please see pages 24–25, “English Language Learners,” for information on the different ELL programs offered in the BPS.
- ELL programs for students with disabilities should also meet the needs of their Individualized Education Programs (IEPs).
- In addition to learning English, your child should be taught the same content as all other students in mathematics, history, and other subjects.
- The information you get should be easy to understand. As much as possible, you should receive information in the language you know best.

NCLB and the Unsafe School Choice Option

The NCLB unsafe school choice option allows parents to:

- remove a child from a school (elementary or secondary school) that is designated as “unsafe or persistently dangerous”
- remove a child from a school (elementary or secondary school) if he or she is:
 - a victim of a serious physical and/or emotional assault
 - a victim of an assault with a dangerous weapon (including but not limited to a gun or a knife)
 - a victim of a violent criminal offense while on school property, on a school bus, or at a school-sponsored activity.
- one or more students have been expelled for bringing a firearm to school, or
- the number of students who have been expelled from the school for weapons, physical assaults, or violent crimes for more than 45 days is more than 1.5% of the total number of students in the school.

How will I know if a school is considered unsafe?

Parents will be notified if the school has been identified as an unsafe school. You can also contact your child's principal to find out.

What can I do if my child feels unsafe at school?

To request a safety transfer, the parent/guardian must complete and sign the “Safety Transfer Request Form” and submit it to the headmaster, principal, or program director for review and recommendation. Contact the headmaster or principal for more information.

Please see page 39, “Student Safety and Emergencies.”

What is an unsafe or persistently dangerous school?

Currently, no Boston Public Schools have been designated as unsafe schools. In Massachusetts, an unsafe or persistently dangerous school is a school where, for three or more years in a row:

Organizations that Provide Parent Training and Professional Development

Organization	Website and Phone	Type of Training Available
Action for Boston Community Development (ABCD)	bostonabcd.org 617-348-6000	A range of resources for families in Boston, including Head Start, youth programs, job training skills, and housing.
BOSTnet (Build the Out of School Time Network)	bostnet.org 617-720-1290	Information and training about available child care and after-school programs. BOSTnet is an organization of low- and moderate-income parents, child care providers, and other community residents committed to increasing the supply of quality, affordable child care in Massachusetts.
Boston After School & Beyond	bostonbeyond.org 617-345-5322	Help for parents and caregivers in finding after-school programs in Boston neighborhoods, plus other useful information related to caring for children during out-of-school time.
Boston BEST Initiative	youthworkcentral.org 617-451-0049 / TTY 617-451-0007	Works to improve youth workers' skills and access to professional development opportunities. Offers a Youth Worker Certificate program.
Boston Career Link	bostoncareerlink.org 617-536-1888	One-stop career center, workforce development, employment services.
Boston Centers for Youth and Families (Community Centers)	cityofboston.gov/bcyf 617-635-4920	Programs and services for infants, children, youth, and adults of all ages. Education and recreation programs that are enriching and fun in every neighborhood of Boston.
Boston Children's Museum	bostonchildrensmuseum.org 617-426-8855 TTY: 617-426-6466	Fun and educational opportunities for all, with exhibits and programs to give children and families new insights and understanding of the differences among people. Also: resources and support for educators.
Boston Chinatown Neighborhood Center	bcnc.net 617-635-5129 x 1035	After-school, art and enrichment, youth development, adult ESL programs. Family Services Program that includes parent workshops, classes and individualized support. Support for parents whose children have special needs or are in special education. Services provided in the native dialects of Chinese.
Boston Connects	bc.edu/bc_org/avp/soe/bostonconnects/ 617-635-6666	A partnership among BPS schools in Allston, Brighton and Mission Hill; Boston College; and the YMCA. Resources provided by the two centers in Allston and Mission Hill include: information on curriculum standards, out of school time providers, and community agencies; direct student and family assistance; information about and access to community services and resources (such as health, social services, and housing); family outreach and education; and more.
Boston Digital Bridge Foundation – Technology Goes Home @ School (TGH@S)	dbfboston.org/programs.html 617-918-4343	Technology training for BPS parents and their students by the child's teachers, in participating schools, after school or on Saturdays. The program is tied to the school curriculum and also helps parents prepare for employment opportunities. Families may buy a computer with a 0% interest loan when they complete the training.
Boston Parent Advisory Council for Title I (BPAC)	617-635-9210	Opportunities for families to be involved with the Boston Public Schools and to participate in decision-making about Title I services.
Boston Parent Organizing Network (BPON)	bpon.org 617-522-2766	A citywide initiative focused on organizing parents and communities to work toward improving the Boston Public Schools.
Boston Partners in Education	bostonpartners.org 617-451-6145	Information for families about getting involved in their child's education, both in and outside the classroom. Training about volunteering in schools, helping children with literacy, job readiness skills, and parent involvement.
BPS Department of Extended Learning Time, Afterschool, and Services (DELTAS)	bpsdeltas.org 617-635-1578	Collaboration with community and government agencies, health organizations, higher education institutions, and families to ensure that every BPS student has access to quality out-of-school time activities and services. Help for parents and caregivers with choosing the best program for their children. Information and resources about programs in schools and in the community. Support for parent/caregiver groups who want to start programs in their school or community.

Organizations that Provide Parent Training and Professional Development (continued)

Organization	Website and Phone	Type of Training Available
BPS Family Literacy Program/ Adult Learning Center	617-635-9300	Classes for parents of school-age children, including ESL, literacy, and math, from basic level to GED preparation, plus parenting skills curriculum. Workshops for parents and children, computer instruction, and counseling available.
BPS Parent University	bostonpublicschools.org/node/378 617-635-1683	A free learning experience designed to help BPS parents increase their understanding of how children learn and develop; what their children should be learning; how to help their children succeed; and how to bring other parents together to work for school improvement. Classes on a variety of topics, such as financial management, health and wellness, English as a Second Language (ESL), and computer literacy.
BPS Special Education and Related Services	617-635-8599	Services for students and support for families, including health services, counseling, homeless students, guidance, and more.
BPS Special Needs Parent Advisory Council (SpedPAC)	617-635-9210	Support, training, and advocacy for families of BPS students in special education programs.
BPS Training Center for Families	617-635-7750	Opportunities for parent training and involvement, including workshops for families about the Boston Public Schools, the new Parent University, and services available through Title I funding.
BPS Welcome Services	617-635-9085	Collaboration across many BPS departments and with community organizations to welcome families into our schools, with a focus on entry into kindergarten, middle school, and high school. Support for students, trainings for parents, and professional development for school administrators and staff.
Child Care Choices of Boston	childcarechoicesofboston.org 617-542-KIDS (5437)	Information and resources about licensed day care centers and providers and after-school programs available in Boston.
Citywide Parents' Council (CPC)	617-635-9210	Advocates for quality education for all Boston Public Schools students. Technical assistance, advocacy services, training, support, and resources for BPS parents.
Countdown to Kindergarten	countdowntokindergarten.org 617-635-6816	Information to help children and families get ready for kindergarten. Countdown engages families, educators and community members in a citywide effort to celebrate and support the transition into kindergarten. "Play to Learn" play groups for pre-kindergarten children bring together parents, children, and an early childhood professional to build a community of peers for support, foster nurturing behaviors, help families access other needed services, and model developmentally appropriate practice.
Dudley Street Neighborhood Initiative (DSNI)	dsni.org 617-442-9670	Information for parents, families, residents, and partner organizations about upcoming education-related meetings, training, conferences, and hearings that affect families in the Dudley Street neighborhood.
East Boston Ecumenical Community Center	ebecc.org 617-567-2750 (English and Spanish)	Support for Latino immigrants of all ages through education, services, advocacy, community organizing, and leadership development.
EDCO Collaborative	edcollab.org 617-738-5600	Full academic program, counseling and support services, and part-time employment for school dropouts, non-attendees, and other at-risk students.
Families First	families-first.org 617-868-7687	Parenting programs for parents from a wide range of backgrounds and life circumstances, at many locations in and around Boston. Emphasis on discipline, self-esteem, and communication.
Family Nurturing Center	nurturingparenting.com/ trainersconsultants/mass.htm 617-474-1143 x 236	Programs and resources targeted to families at risk of abuse that enhance parenting skills, improve relationships, connect families with each other for mutual support, and link parents to culturally appropriate community resources.
Federation for Children with Special Needs	fcsn.org 1-800-331-0688	Information, training, and referrals relating to special education, health care advocacy, early intervention to support parents of children with disabilities. Free hotline for families who need help with student IEPs.
Freedom House	freedomhouse.com 617-445-3700	After-school homework help, life skills and development activities, and youth programs that focus on community organizing.

Organizations that Provide Parent Training and Professional Development (continued)

Organization	Website and Phone	Type of Training Available
Greater Boston Center for Healthy Communities	masspreventioncenter.org 617-451-0049	Information and tools to help individuals, professionals, community groups, coalitions, and organizations working to improve the health of their community. Youth and peer leadership programs that focus on youth empowerment.
Hyde Square Task Force	hydesquare.org 617-524-8303 (English and Spanish)	Educational programs and community organizing for youth and adults of the Hyde Square/Jackson Square area of Jamaica Plain/Roxbury. Tutoring and enrichment activities to improve students' academic performance, particularly in language and literacy; after-school programs; college preparation.
La Alianza Hispana	laalianza.org 617-427-7175 (English and Spanish)	Career training and job placement.
Massachusetts 4-H	mass4h.org 1-781-891-0650	Community, family, and youth programs for boys and girls ages 5-18. 4-H summer camps in five locations in Massachusetts. A program of University of Massachusetts Extension.
Massachusetts Advocates for Children	massadvocates.org 617-357-8431 (English and Spanish)	Support for community organizing among Boston parents, ministers, and community leaders to ensure the educational equity and excellence for all children attending the Boston Public Schools.
Children's Services of Roxbury/ Massachusetts Families for Kids	csrox.org 617-445-6655 (English and Spanish)	Resources, training, mediation and conflict resolution for families involved in foster care.
Parents Forum	parentsforum.org 617-864-3801	Cambridge-based, grassroots organization offering networking, support and workshops (in English and Spanish) to help parents of toddlers through young adults become more confident and competent in managing the challenges, crises and conflicts of family life. Workshops in Roxbury and other locations.
Parents' PLACE	pplace.org (English, Spanish and Portuguese) 1-877-471-0980 (toll free) 617-236-7210	Free workshops, professional development training, information, and resources for families who are interested in learning about ways to become involved and engaged in their children's education. Information and training in English, Spanish, and Portuguese throughout the state on the No Child Left Behind Act (NCLB), family-friendly schools, and parent involvement.
Project B.I.N.D. (Boston Inclusion Network for Disabilities)	psctest.com/projectbind/about/ 857-222-4312	After-school programs for children with disabilities, offering full inclusion in community activities, located in Dorchester Boys & Girls Clubs; general advocacy and support for families.
Project Hope	prohope.org 617-442-1880	Multi-service agency providing access to education, jobs, housing and emergency services for low-income women with children.
ReadBoston	readboston.org 617-918-5286 Hotline: 617-635-READ	Family and school-based literacy programs to ensure that all children in Boston are fluent readers by the end of grade 3. Parent workshops, funds for lending libraries, help with home reading programs, school-based parent liaisons.
TERI College Planning Centers	tericollegeplanning.org 617-536-0200	Free educational planning information and counseling for people of all ages. Located at the Boston Public Library, Copley Square, Asian-American Civic Center (Chinatown), Harborside Community Center, and these branch libraries: Codman Square, Egleston Square, Hyde Park, and South Boston.
Urban League of Eastern Massachusetts	ulem.org 617-442-4519	Programs aimed at transforming the education and economic conditions of community members. Services for individuals, families, businesses, and community organizations who are seeking computer and/or technology training and certification. Employment training.
Urban Pride	urbanpride.org 617-206-4570	Direct support to families of children and young adults with disabilities from birth through age 22. Help preparing families and individuals to participate effectively in Individual Education Planning (IEP) meetings and/or Transition Planning (ITP) meetings. Help understanding parents' and individuals' rights and roles. Family support groups.
WAITT House	waitthouseinc.org 617-445-5510	Adult literacy, Adult Basic Education (ABE), External Diploma Program (EDP), classes to help English language learners earn a high school credential, computer literacy instruction, Career and Life Skills Program, College Connection Program.

Directory of Boston Public Schools

Elementary and Kindergarten–Grade 8 (K–8) Schools

Adams Elementary School

Margarita Ruiz, Principal
165 Webster Street, East Boston 02128
617-635-8383
adams@boston.k12.ma.us

Agassiz Elementary School

Maria Cordon, Principal
20 Child Street, Jamaica Plain 02130
617-635-8198
agassiz@boston.k12.ma.us

Alighieri Elementary School

Anthony Valdez, Principal
37 Gove Street, East Boston 02128
617-635-8529
alighieri@boston.k12.ma.us

Baldwin Early Learning Center

Graciela Hopkins, Principal
121 Corey Road, Brighton 02135
617-635-8409
nzelc@boston.k12.ma.us

Bates Elementary School

Kelly Hung, Principal
426 Beech Street, Roslindale 02131
617-635-8064
bates@boston.k12.ma.us

Beethoven Elementary School

Eileen Nash, Principal
5125 Washington Street, West Roxbury 02132
617-635-8149
beethoven@boston.k12.ma.us

Blackstone Elementary School

Stephen Zrike Jr., Principal
380 Shawmut Avenue, Boston 02118
617-635-8471
blackstone@boston.k12.ma.us

Boston Teachers Union School

Berta Berriz and Betsy Drinan, Teacher Leaders
25 Walk Hill Street, Jamaica Plain 02130
617-635-7717
btuschool@boston.k12.ma.us

Bradley Elementary School

Anne Kelly, Principal
110 Beachview Road, East Boston 02128
617-635-8422
bradley@boston.k12.ma.us

Channing Elementary School

Deborah Dancy, Principal
35 Sunnyside Street, Hyde Park 02136
617-635-8722
channing@boston.k12.ma.us

Chittick Elementary School

Michelle Burnett-Herndon, Principal
154 Ruskindale Road, Mattapan 02126
617-635-8652
chittick@boston.k12.ma.us

Clap Elementary School

Mary Tormey-Hamilton, Principal
35 Harvest Street, Dorchester 02125
617-635-8672
clap@boston.k12.ma.us

Condon Elementary School

Ann Garofalo, Principal
200 D Street, South Boston 02127
617-635-8608
condon@boston.k12.ma.us

Conley Elementary School

Joseph Foley, Principal
450 Poplar Street, Roslindale 02131
617-635-8099
conley@boston.k12.ma.us

Curley K–8 School

Mirna Vega-Wilson, Co-Principal, Lower School
Jeffrey Slater, Co-Principal, Upper School
40 Pershing Road (K-5) and 493 Centre Street (6-8),
Jamaica Plain 02130
617-635-8239
curley@boston.k12.ma.us

Dever Elementary School

Michael Sabin, Principal
325 Mt. Vernon Street, Dorchester 02125
617-635-8694
dever@boston.k12.ma.us

East Boston Early Education Center

Olga Frechon, Principal
135 Gove Street, East Boston 02128
617-635-6456
ebostoneec@boston.k12.ma.us

East Zone Early Learning Center

Corrinna Horton, Principal
370 Columbia Road, Dorchester 02125
617-635-8604
ezelc@boston.k12.ma.us

Edison K–8 School

Mary Driscoll, Principal
60 Glenmont Road, Brighton 02135
617-635-8436
edison@boston.k12.ma.us

Eliot K–8 School

Traci Walker Griffith, Principal
16 Charter Street, Boston 02113
617-635-8545
eliot@boston.k12.ma.us

Ellis Elementary School

Patricia Niles-Randolph, Principal
302 Walnut Avenue, Roxbury 02119
617-635-8257
ellis@boston.k12.ma.us

Ellison/Parks Early Education School

Nora Toney, Principal
108 Babson Street, Mattapan 02126
617-635-7680
ellison-parks@boston.k12.ma.us

Emerson Elementary School

Vivian Swoboda, Principal
6 Shirley Street, Roxbury 02119
617-635-8507
emerson@boston.k12.ma.us

Everett Elementary School

Nicole Mack, Principal
71 Pleasant Street, Dorchester 02125
617-635-8778
everett@boston.k12.ma.us

Farragut Elementary School

Yolanda Burnett, Principal
10 Fenwood Road, Boston 02115
617-635-8450
farragut@boston.k12.ma.us

Fifield Elementary School

Norman Townsend, Principal
25 Dunbar Avenue, Dorchester 02124
617-635-8618
fifield@boston.k12.ma.us

Gardner Pilot Academy

Erica Herman, Principal
30 Athol Street, Allston 02134
617-635-8365
gardner@boston.k12.ma.us

E. Greenwood Leadership Academy

Maudlin Wright, Principal
612 Metropolitan Avenue, Hyde Park 02136
617-635-8665
egreenwood@boston.k12.ma.us

S. Greenwood K–8 School

Isabel Méndez, Principal
189 Glenway Street, Dorchester 02121
617-635-8710
sgreenwood@boston.k12.ma.us

Grew Elementary School

Ronald Jackson, Principal
40 Gordon Avenue, Hyde Park 02136
617-635-8715
grew@boston.k12.ma.us

Elementary and K–8 Schools (continued)

Guild Elementary School

Cynthia Paris Jeffries, Principal
195 Leyden Street, East Boston 02128
617-635-8523
guild@boston.k12.ma.us

Hale Elementary School

Sandra Mitchell-Woods, Principal
51 Cedar Street, Roxbury 02119
617-635-8205
hale@boston.k12.ma.us

Haley Elementary School

Ross Wilson, Principal
570 American Legion Highway, Roslindale 02131
617-635-8169
haley@boston.k12.ma.us

Harvard/Kent Elementary School

Richard Martin, Principal
50 Bunker Hill Street, Charlestown 02129
617-635-8358
harvard-kent@boston.k12.ma.us

Haynes Early Education Center

Valerie Gumes, Principal
263 Blue Hill Avenue, Roxbury 02119
617-635-6446
hayneseec@boston.k12.ma.us

Henderson Elementary School

Patricia Lampron, Principal
1669 Dorchester Avenue, Dorchester 02122
617-635-8725
henderson@boston.k12.ma.us

Hennigan Elementary School

Amy Sprott, Principal
200 Heath Street, Jamaica Plain 02130
617-635-8264
hennigan@boston.k12.ma.us

Hernandez K–8 School

Margarita Muñoz, Principal
61 School Street, Roxbury 02119
617-635-8187
hernandez@boston.k12.ma.us

Higginson/Lewis K–8 School

Joy Salesman-Oliver, Principal
131 Walnut Avenue, Roxbury 02119
617-635-8137
higginsonlewis@boston.k12.ma.us

Holland Elementary School

Jeichael Henderson, Principal
85 Olney Street, Dorchester 02121
617-635-8832
holland@boston.k12.ma.us

Holmes Elementary School

Catherine Constant, Principal
40 School Street, Dorchester 02124
617-635-8681
holmes@boston.k12.ma.us

Hurley K–8 School

Marjorie Soto, Principal
70 Worcester Street, Boston 02118
617-635-8489
hurley@boston.k12.ma.us

Jackson/Mann K–8 School

Andy Tuite, Principal
40 Armington Street, Allston 02134
617-635-8532
jackson-mann@boston.k12.ma.us

J. F. Kennedy Elementary School

Waleska Landing-Rivera, Principal
7 Bolster Street, Jamaica Plain 02130
617-635-8127
jkennedy@boston.k12.ma.us

P. J. Kennedy Elementary School

Marice Diakite, Principal
343 Saratoga Street, East Boston 02128
617-635-8466
pkennedy@boston.k12.ma.us

Kenny Elementary School

Suzanne Federspiel, Principal
19 Oakton Avenue, Dorchester 02122
617-635-8789
kenny@boston.k12.ma.us

Kilmer K–8 School

Jerome Doherty, Principal
35 Baker Street and 140 Russett Road,
West Roxbury 02132
Baker Street (K–3): 617-635-8060
Russett Road (4–8): 617-635-6855
kilmer@boston.k12.ma.us

King K–8 School

Jessica Bolt, Principal
77 Lawrence Avenue, Dorchester 02124
617-635-8212
king@boston.k12.ma.us

Lee Academy

Genteen Lacet Jean-Michel, Principal
155 Talbot Avenue, Dorchester 02124
617-635-6619
leeacademy@boston.k12.ma.us

Lee Elementary School

Kimberly Curtis, Principal
155 Talbot Avenue, Dorchester 02124
617-635-8687
lee@boston.k12.ma.us

Lyndon K–8 School

Kathleen Tunney and Andre Ward,
Management Team
20 Mt. Vernon Street, West Roxbury 02132
617-635-6824
lyndon@boston.k12.ma.us

Lyon School (K–10)

Deborah Rooney, Principal
50 and 95 Beechcroft Street, Brighton 02135
617-635-7945
lyon@boston.k12.ma.us

Manning Elementary School

Ethan d'Ablemont Burnes, Principal
130 Louder's Lane, Jamaica Plain 02130
617-635-8102
manning@boston.k12.ma.us

Marshall Elementary School

Teresa Harvey-Jackson, Principal
35 Westville Street, Dorchester 02124
617-635-8810
marshall@boston.k12.ma.us

Mason Elementary School

Harolyn Bowden, Principal
150 Norfolk Avenue, Roxbury 02119
617-635-8405
mason@boston.k12.ma.us

Mather Elementary School

Emily Cox, Principal
1 Parish Street, Dorchester 02122
617-635-8757
mather@boston.k12.ma.us

Mattahunt Elementary School

Ruby Abadio-Fernandez, Principal
100 Hebron Street, Mattapan 02126
617-635-8792
mattahunt@boston.k12.ma.us

McKay K–8 School

Marco Curnen, Principal
122 Cottage Street, East Boston 02128
617-635-8510
mckay@boston.k12.ma.us

Mendell Elementary School

Julia Bott, Principal
164 School Street, Roxbury 02119
617-635-8234
mendell@boston.k12.ma.us

Mildred Avenue School

Kris Taylor, Principal
5 Mildred Avenue, Mattapan 02126
617-635-1642
mildredave@boston.k12.ma.us

Elementary and K–8 Schools (continued)

Mission Hill K–8 School

Ayla Gavins, Principal
67 Alleghany Street, Roxbury 02120
617-635-6384
missionhill@boston.k12.ma.us

Mozart Elementary School

James Brewer, Principal
236 Beech Street, Roslindale 02131
617-635-8082
mozart@boston.k12.ma.us

Murphy K–8 School

Karen Cahill, Principal
1 Worrell Street, Dorchester 02122
617-635-8781
murphy@boston.k12.ma.us

O'Donnell Elementary School

C. Sura O'Mard, Principal
33 Trenton Street, East Boston 02128
617-635-8454
odonnell@boston.k12.ma.us

Ohrenberger School

Eileen Nash, Principal
175 West Boundary Road, West Roxbury 02132
617-635-8157
ohrenberger@boston.k12.ma.us

Orchard Gardens K–8 School

Andrew Bott, Principal
906 Albany Street, Roxbury 02119
617-635-1660
orchardgardens@boston.k12.ma.us

Otis Elementary School

Leo Flanagan Jr., Principal
218 Marion Street, East Boston 02128
617-635-8372
otis@boston.k12.ma.us

Perkins Elementary School

Barney Brawer, Principal
50 Burke Street, South Boston 02127
617-635-8601
perkins@boston.k12.ma.us

Perry K–8 School

Amy Marx, Principal
745 E. Seventh Street, South Boston 02127
617-635-8840
perry@boston.k12.ma.us

Philbrick Elementary School

Laurie Carr, Principal
40 Philbrick Street, Roslindale 02131
617-635-8069
philbrick@boston.k12.ma.us

Quincy Elementary School

Simon Ho, Principal
885 Washington Street, Boston 02111
617-635-8497
quincy@boston.k12.ma.us

Roosevelt K–8 School

Emily Glasgow, Principal
95 Needham Road (grades 2–7) and
30 Millstone Road (K1–1), Hyde Park 02136
617-635-8676
roosevelt@boston.k12.ma.us

Russell Elementary School

Tamara Blake, Principal
750 Columbia Road, Dorchester 02125
617-635-8803
russell@boston.k12.ma.us

Sumner Elementary School

Principal to be named in summer 2010
15 Basile Street, Roslindale 02131
617-635-8131
sumner@boston.k12.ma.us

Taylor Elementary School

Elie Jean-Louis, Principal
1060 Morton Street, Mattapan 02126
617-635-8731
taylor@boston.k12.ma.us

Tobin K–8 School

Cheryl Watson-Harris, Principal
40 Smith Street, Roxbury 02120
617-635-8393
tobin@boston.k12.ma.us

Trotter Elementary School

Mairead Nolan, Principal
135 Humboldt Avenue, Dorchester 02121
617-635-8225
trotter@boston.k12.ma.us

Tynan Elementary School

Eileen Morales, Principal
650 E. Fourth Street, South Boston 02127
617-635-8641
tynan@boston.k12.ma.us

Warren/Prescott K–8 School

Domenic Amara, Principal
50 School Street, Charlestown 02129
617-635-8346
warren-prescott@boston.k12.ma.us

West Zone Early Learning Center

Kathleen Mendes Sullivan, Principal
200 Heath Street, Jamaica Plain 02130
617-635-8275
wzelc@boston.k12.ma.us

Winship Elementary School

Louise Kuhlman, Principal
54 Dighton Street, Brighton 02135
617-635-8399
winship@boston.k12.ma.us

Winthrop Elementary School

Walter Henderson, Principal
35 Brookford Street, Dorchester 02125
617-635-8379
winthrop@boston.k12.ma.us

Young Achievers Science and Math K–8 School

Virginia Chalmers, Principal
20 Outlook Road, Mattapan 02126
617-635-6804
youngachievers@boston.k12.ma.us

Middle Schools

Dearborn Middle School

Jose Duarte, Principal
35 Greenville Street, Roxbury 02119
617-635-8412
dearborn@boston.k12.ma.us

Edwards Middle School

Principal to be named in summer 2010
28 Walker Street, Charlestown 02129
617-635-8516
edwards@boston.k12.ma.us

Frederick Pilot Middle School

DaQuall Graham, Principal
270 Columbia Road, Dorchester 02121
617-635-1650
frederick@boston.k12.ma.us

Gavin Middle School

Alexander Mathews, Principal
215 Dorchester Street, South Boston 02127
617-635-8817
gavin@boston.k12.ma.us

The Harbor School

Robert Martin, Principal
11 Charles Street, Dorchester 02122
617-635-6365
harbor@boston.k12.ma.us

Irving Middle School

Arthur Unobskey, Principal
105 Cummins Highway, Roslindale 02131
617-635-8072
irving@boston.k12.ma.us

Middle Schools (continued)

McCormack Middle School

Michael Sabin, Principal
315 Mt. Vernon Street, Dorchester 02125
617-635-8657
mccormack@boston.k12.ma.us

Quincy Upper School (6–12)

Please see page 68.

Rogers Middle School

Corbett Coutts, Principal
15 Everett Street, Hyde Park 02136
617-635-8700
rogers@boston.k12.ma.us

TechBoston Academy (6–12)

Please see page 68.

Timilty Middle School

Valeria Lowe-Barehmi, Principal
205 Roxbury Street, Roxbury 02119
617-635-8109
timilty@boston.k12.ma.us

Umana Middle School Academy

Alexandra Montes McNeil, Principal
312 Border Street, East Boston 02128
617-635-8481
umana@boston.k12.ma.us

High Schools

Another Course to College

Lisa Gilbert-Smith, Headmaster
20 Warren Street, Brighton 02135
617-635-8865
acc@boston.k12.ma.us

Boston Adult Technical Academy

Sheila Azores, Headmaster
429 Norfolk Street, Dorchester 02124
617-635-1542
adultacad@boston.k12.ma.us

Boston Arts Academy

Linda Nathan and Carmen Torres, Co-Headmasters
174 Ipswich Street, Boston 02215
617-635-6470
artsacademy@boston.k12.ma.us

Boston Community Leadership Academy

Headmaster to be named in summer 2010
20 Warren Street, Brighton 02135
617-635-8937
boston@boston.k12.ma.us

Boston Day and Evening Academy

Beatriz Zapater, Headmaster
20 Kearsarge Avenue, Roxbury 02215
617-635-6789
evening@boston.k12.ma.us

Boston International High School

Nicole Bahnam, Headmaster
100 Maxwell Street, Dorchester 02124
617-635-9373
bihs@boston.k12.ma.us

Boston Latin Academy

Emilia Pastor, Headmaster
205 Townsend Street, Dorchester 02121
617-635-9957
academy@boston.k12.ma.us

Boston Latin School

Lynne Mooney Teta, Headmaster
78 Avenue Louis Pasteur, Boston 02115
617-635-8895
latin@boston.k12.ma.us

Brighton High School

Fredrick McDowell Jr., Headmaster
25 Warren Street, Brighton 02135
617-635-9873
brighton@boston.k12.ma.us

Brook Farm Business and Service Career Academy

Stephanie Sibley, Headmaster
1205 VFW Parkway, West Roxbury 02132
617-635-6956
brookfarm@boston.k12.ma.us

Burke High School

Linda McIntyre, Headmaster
60 Washington Street, Dorchester 02121
617-635-9837
burke@boston.k12.ma.us

Charlestown High School

Margaret Ranny Bledsoe, Headmaster
240 Medford Street, Charlestown 02129
617-635-9914
charlestown@boston.k12.ma.us

Community Academy

Carol Bradley Moore, Headmaster
76 Shirley Street, Roxbury 02119
617-635-7734
commacad@boston.k12.ma.us

Community Academy of Science and Health

Tanya Freeman-Wisdom, Headmaster
655 Metropolitan Avenue, Hyde Park 02136
617-635-8950
CASH@boston.k12.ma.us

Dorchester Academy

Kwesi Moody, Headmaster
9 Peacevale Road, Dorchester 02124
617-635-9730
dorchesteracad@boston.k12.ma.us

East Boston High School

Michael Rubin, Headmaster
86 White Street, East Boston 02128
617-635-9896
eboston@boston.k12.ma.us

The Engineering School

Mweusi Willingham, Headmaster
655 Metropolitan Avenue, Hyde Park 02136
617-635-6425
engineering@boston.k12.ma.us

The English High School

Sito Narcisse, Headmaster
144 McBride Street, Jamaica Plain 02130
617-635-8979
english@boston.k12.ma.us

Excel High School

Ligia Noriega, Headmaster
95 G Street, South Boston 02127
617-635-9870
excel@boston.k12.ma.us

Fenway High School

Peggy Kemp, Headmaster
174 Ipswich Street, Boston 02215
617-635-9911
fenway@boston.k12.ma.us

Greater Egleston Community High School

Julie Coles, Headmaster
80 School Street, Roxbury 02119
617-635-6429
egleston@boston.k12.ma.us

Kennedy Academy for Health Careers

Caren Walker Gregory, Headmaster
110 The Fenway, Boston 02115
617-373-8576
healthcareers@boston.k12.ma.us

High Schools (continued)

Lyon School (K–10)

Please see page 65.

Madison Park Technical Vocational High School

Charles McAfee, Headmaster
75 Malcolm X Boulevard, Roxbury 02120
617-635-8970
madison@boston.k12.ma.us

Media Communications Technology High School

Rudolph Weekes, Headmaster
1205 VFW Parkway, West Roxbury 02132
617-635-8935
mediacomm@boston.k12.ma.us

Monument High School

Nadia Cyprien, Headmaster
95 G Street, South Boston 02127
617-635-9865
monument@boston.k12.ma.us

New Mission High School

Naia Wilson, Headmaster
67 Alleghany Street, Roxbury 02120
617-635-6437
newmission@boston.k12.ma.us

O'Bryant School of Math and Science

Steven Sullivan, Interim Headmaster
55 Malcolm X Boulevard, Roxbury 02120
617-635-9932
obryant@boston.k12.ma.us

Odyssey High School

Rodney Peterson, Headmaster
95 G Street, South Boston 02127
617-635-9860
odyssey@boston.k12.ma.us

Parkway Academy of Technology and Health

Jeffrey Liberty, Headmaster
1205 VFW Parkway, West Roxbury 02132
617-635-6732
parkway@boston.k12.ma.us

Quincy Upper School (6–12)

Bak Fun Wong, Headmaster
152 Arlington Street, Boston 02116
617-635-8940
quincyyupper@boston.k12.ma.us

Snowden International School at Copley

Headmaster to be named in summer 2010
150 Newbury Street, Boston 02116
617-635-9989
snowden@boston.k12.ma.us

Social Justice Academy

Winston Cox, Headmaster
655 Metropolitan Avenue, Hyde Park 02136
617-635-6960
socialjustice@boston.k12.ma.us

TechBoston Academy (6–12)

Mary Skipper, Headmaster
18 Croftland Avenue, Dorchester 02124 (6–9)
9 Peacevale Road, Dorchester 02124 (10–12)
617-635-8827 (6–9)
617-635-1615 (10–12)
tbainfo@techboston.org

Urban Science Academy

Nicole Gittens, Headmaster
1205 VFW Parkway, West Roxbury 02132
617-635-8930
urbanscience@boston.k12.ma.us

Special Schools and Programs

Carter Development Center

Marianne Kopaczynski, Principal
396 Northampton Street, Boston 02118
617-635-9832
carter@boston.k12.ma.us

Counseling and Intervention Center

Stephen Squillante, Program Director
515 Hyde Park Avenue, Roslindale 02131
617-635-8123
cic@boston.k12.ma.us

Roland Hayes School of Music

Greg Gazzola, Program Director
55 Malcolm X Boulevard, Roxbury 02120
617-635-8973
rolandhayes@boston.k12.ma.us

Horace Mann School for the Deaf and Hard of Hearing

Jeremiah Ford, Principal
40 Armington Street, Allston 02134
617-635-8534
hmann@boston.k12.ma.us

McKinley Schools

Bonnie Miller, Headmaster
90 Warren Avenue, Boston 02116
617-635-9976

McKinley Elementary School

Christine Stella, Program Director
90 Warren Avenue, Boston 02116
617-635-9978
mckelem@boston.k12.ma.us

McKinley Middle School

Joseph Brown, Program Director
50 St. Mary Street, Boston 02215
617-635-9853
mckmid@boston.k12.ma.us

McKinley Preparatory High School

Joseph Brown, Program Director
97 Peterborough Street, Boston 02215
617-635-9907
mckprep@boston.k12.ma.us

McKinley South End Academy

Christine Stella, Program Director
90 Warren Avenue, Boston 02116
617-635-9976
mckseacad@boston.k12.ma.us

Middle School Academy

Yvonne Vest, Program Director
2 McLellan Street, Dorchester 02121
617-635-1534
middleacad@boston.k12.ma.us

Newcomers Academy

Nicole Bahnam, Headmaster
Eric Johnson, Director
100 Maxwell Street, Dorchester 02124
617-635-7993
newcomers@boston.k12.ma.us

Re-engagement Center

Gail Forbes-Harris, Director
Madison Park Complex
55 Malcolm X Blvd., Roxbury 02120
617-635-2273

Report Card Schedule

2010–2011 School Year

Kindergarten–Grade 5 [▲]

Three Marking Periods

	Period 1	Period 2	Period 3
Progress Reports	Week of October 18	Week of January 24	Week of May 9 ★
Marks Close	December 3	March 18	June 21 ★
Distribute Report Cards	Week of December 13	Week of March 28	Week of June 20 ★

▲ Includes kindergarten–grade 5 in K–8 schools

Grades 6–12 (Except Exam Schools) [▸]

Four Marking Periods

	Period 1	Period 2	Period 3	Period 4 Grades 6–11	Period 4 Grade 12
Warning Notices	October 8	December 17	March 11	May 20 ★	
Marks Close	November 12	January 28	April 15	June 21 ★	June 6 ★
Grade Reports Ready	November 23	February 8	May 3	Mail	Mail

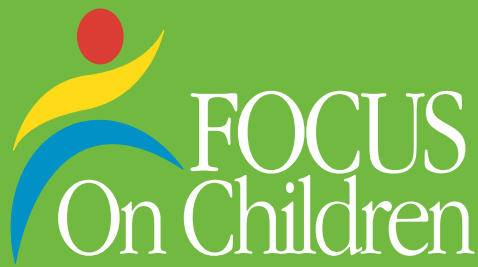
▸ Includes grades 6–8 in K–8 schools. Does not apply to Boston Arts Academy and New Mission High School.

Grades 7–12 — Exam Schools

Five Marking Periods

	Period 1	Period 2	Period 3	Period 4	Period 5 Grades 7–11	Period 5 Grade 12
Warning Notices	October 4	November 29	January 26	March 30	May 25 ★	
Marks Close	October 29	December 23	March 4	April 29	June 21 ★	June 6 ★
Grade Reports Ready	November 9	January 11	March 15	May 10	Mail	Mail

★ The last marking period will be adjusted in Spring 2011 after the last day of school is established.



Boston Public Schools

